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ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume XIII contain: (1) "Focus: The University of Akron Community and Technical College: Looking Back," by Blin B. Scatterday; (2) "Who Needs the General Studies Department?" by Ed Lamp; (3) "Trends in Computer Technology: A Preliminary Study of the Northeastern Ohio Area," by Robert Remedio; (4) "Teaching Thinking: The Mission of the Humanities," by James J. Sheridon; (5) "Office Administration, The University of Akron, Program of Excellence Study," by Jean Johnston; (6) two responses to the question, "How Can Two-Year Colleges Maintain Quality Programs in the Face of Declining Enrollments?" by Charles Bohlen, James E. Tew, and Robert L. Romig; (7) "The Role of the Two-Year College in Economic Development," by James P. Long; (8) a review of recent OATYC developments and plans; (9) "Focus: Rio Grande College and Community College, A Unique Marriage," by Larry C. Ewing; (10) abstracts of the fall 1987 OATYC Conference presentations; (11) "Athletic Programs in Ohio Two-Year Institutions: A Neglected Tool for Student Recruitment," by Dennis Smith; (12) "Collaboration: Nursing Service and Nursing Education," by Esther O'Dea; (13) "The Fourth R (Reasoning)," by John Rich; (14) "Scholars Working with 'Found Objects': Humanities Research Projects," by Eva Thury; (15) "Study Tour to the Orient," by Mary Dee and Linda Rodda; (16) two papers discussing faculty involvement in college governance by Constance L. Kocher, Linda Houston and Allen Zimmerman; and (17) "Ohio Two-Year Colleges Help Business/Industry Remain Competitive," by Thenice Gall. (EJV)

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

OATYC JOURNAL

Vol. XIII No. 1 Fall 1987

Vol. XIII No. 2 Spring 1988

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OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community and Junior Colleges

JOURNAL

OATYC's Twentieth Anniversary

Vol. XIII No. 1 Fall 1987

THIS ISSUE

COMMENT

A Bit of History
OATYC: The First Twenty Years
A 20th Anniversary "Party"

TEXT

FOCUS: The University of Akron Community and Technical College: Looking Back

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Trends in Computer Technology: A Preliminary Study

PLUS ONE

Teaching Thinking: The Mission of the Humanities

PRACTICUM

Office Administration, The University Of Akron, Program Of Excellence Study

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ISSUE: How Can Two-Year Colleges Maintain Quality Programs in the Face of Declining Enrollments?

Quality Is Seed Corn
Maintaining High-Quality Programs

REACTION

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Athletic Programs in Ohio Two-Year Institutions: A Neglected Tool for Student Recruitment?

Collaboration: Nursing Service and Nursing Education

The Fourth "R"

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Ohio Two-Year Colleges Help Business/Industry Remain Competitive

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Dr. James D. Fullen, Editor
Ohio Association of Two-Year Colleges
Central Ohio Technical College
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Newark, OH 43055, (614) 366-1351

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OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of $1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state-assisted, two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community and Junior Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state-assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

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JOURNAL
OF THE
Ohio Association of Two-Year Colleges
(Affiliate of the American Association of Community and Junior Colleges)

VOL. XIII No. 1 Fall 1987

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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COMMENT

A Bit of History

Jane Watkins

Jane Watkins

Happy 20th Birthday to OATYC! May we celebrate to a 100 or more. We are a young organization; our state two-year college system is young. In comparison, AACJC, our parent organization, is holding its 68th annual convention this year in Reno, Nevada. Phoenix College, where I had my basic training in teaching in a two-year college, is over 60 years old, and 6.7 million Americans have earned Associate Degrees.

In preparation for entering the third decade of our organization, we have been gathering old files and talking to previous officers in an effort to put together the organization's history. Our historian, Rae Rohfeld, Past President of OATYC, formerly at CCC, now at Syracuse University on the adult education faculty, writes that our beginnings were somewhat political. Our first meeting in Akron 20 years ago was organizational in nature and led by a combination of administrators and faculty. She found in her readings that the early members seemed to be very much interested in faculty administrative relationships, collective bargaining, and legislation. They took stands in favor of state income tax as opposed to sales tax to increase revenue for education.

She continues: "The organization started life as the Ohio Association of Community and Junior Colleges. The name reflected the fact that most of the presidents during the first seven years came from community colleges, and most of these were in the northern cities of the state. In 1973, the name was changed to the Ohio Association of Two-Year Colleges, apparently reflecting the increasing role of technical colleges within the organization. From 1975 until 1983, the organization's presidents came from technical colleges in the central part of the state. Since then, there has tended to be involvement in the leadership from both the northern community colleges and the technical colleges throughout the state. We salute those educators who accepted the challenge of leadership and are listing their names as a way of saying thanks.

OATYC Presidents

1968-69	James K. Shipman, Cuyahoga Community College, West
1969-70	Alex Rubins, Cuyahoga Community College, Metro
1970-71	Edward Draheim, University of Toledo

OATYC Presidents

1971-72	Blinn Scatterday, University of Akron
1972-73	Jack Morton, Sinclair Community College
1973-74	Elizabeth Redstone, Cuyahoga Community College, West
1974-75	Victor Karhan, Lakeland Community College
1975-76	Howard Doering, Terra Technical College
1976-77	Robin Livesay, Central Ohio Technical College
1977-78	Thurman Grass, Northern Central Technical College
1978-79	David Miller, Owens Technical College
1979-80	Lorita Langdon, Columbus Technical Institute
1980-81	Sharon Darmofall, Lorain County Community College
1981-82	David Kirwin, Central Ohio Technical College
1982-83	Paul Treece, Central Ohio Technical College
1983-84	Victor Karhan, Lakeland Community College
1984-85	Rae Rohfeld, Cuyahoga Community College, Metro
1985-86	Lloyd Monnin, Clark Technical College
1986-87	Jane Watkins, University of Akron
1987-88	John Thornton, Stark Technical College

Conference themes have generally reflected a look to the future: 1970 Crossroads, Quo Vadis, 1972 "Ne v Structures, New Concepts, New Responsibilities," 1980 "A New Decade, a New Direction," and 1987 "Back to the Future, 20 Years to 2001." Programs the last few years have been concerned with articulation, quality education, and how to harness high tech. If we're listening carefully these days, we can hear vibes about marketing for students, in particular the adult population; evaluation of teaching; closer ties with our community and its economic concerns; and again faculty administration relationships-all in line with our current theme.

Cuyahoga Community College's back to school theme this year centered on the year 2012, and AACJC has appointed a Commission on the Future of Community Colleges with the goal of Rebuilding our Communities through teaching for learning. They will be examining crucial questions such as who are the students, who is to teach, what do we teach, how do we teach for learning, assessment, mission and leadership.

With these challenges ahead, it seems that our history is important but that we must continue to persevere through our organization, to communicate our ideas, and to work together on these key issues of the two-year college in order to be survivors.

In the August AACJC Newsletter is a "Prescription for Success" according to James Hobbs, business professor at Le High University; "The most successful organizations are those that have a crystal clear idea of what the organization is about; a commitment to long term strategies, and a sincere "give a damn" attitude on the part of all employees to generate products and services of outstanding quality." Can the shoe fit for OATYC?

Let's have a great 20th Birthday back in Akron on November 6-7,1987 and a goal centered year ahead for OATYC and Ohio's Community and Technical Colleges.

Send in your registration. A special bonus in addition to our speaker, Dr. Max Lerner, will be to hear Akron University's steel drum band play a variety of music, including some calypso.

Jane Watkins
OATYC President

OATYC: The First Twenty Years

Rae W. Rohfeld

When organizations reach a certain age, members begin to talk about the need for a history of the group. We do not know whether there is any common time in the lives of organizations when this search for history begins, but it probably has something to do with how much of the past individual leaders can keep in their heads. In any case, three or four years ago, some OATYC board members began talking about writing a history and sent out calls for records and recollections. Although significant gaps occur in the organization's archives, we can begin to see OATYC in historical perspective. We anticipate having a more detailed historical study in the spring issue, but are providing a brief historical essay in this issue which opens the twentieth year of the organization's activity.

In 1967, faculty members from several community colleges began meeting at the University of Akron to discuss issues of common concern and to start an organization which would enable personnel of these new institutions of post secondary education to meet regularly for such discussions. The organization began life as the Ohio Association of Community and Junior Colleges. Its constitution was approved when the group held its first annual meeting at the Christopher Inn in Columbus on November 22-23, 1968. The first president was James K. Shipman from Cuyahoga Community College, Western Campus, and for the first seven years, six of the presidents came from the northern Ohio community (or community and technical) colleges: Cuyahoga Community College, University of Toledo, University of Akron, and Lakeland Community College. In 1975, Howard Doering from Terra Technical College became president and opened a period of significant involvement from technical colleges in other parts of the state.

The constitution of the Ohio Association of Community and Junior Colleges stated seven purposes for the organization, most of which involved fostering cooperation among two year institutions, their personnel, and other agencies and colleges. The purposes also included improving the status and welfare of these institutions and providing a voice for them at the state level. Constitutional changes over the years tended to reflect changes in the membership and in the educational environment. In 1971, the organization changed its name to the Ohio Association of Two-Year Colleges, to reflect the regent's program title. This also recognized the growth of technical colleges in the state and better allowed for branch campuses to fit into the title.

In 1973, another amendment changed the purpose of the legislation committee from studying legislation to keeping the membership aware of all legislation affecting higher education. The following year the committee's purpose again changed and became "to study and promote legislation pertaining to and affecting two-year colleges." This apparent concern about the appropriate purpose of the committee reflected the considerable interest that existed in the Association's legislative role. In 1970, the organization officially opposed a sales tax increase and supported the inauguration of a state income tax as the preferred means of increasing state revenue for all needs, expecially for higher education. In 1974, the OATYC Board of Trustees gave testimony to the Citizens' Task Force on Higher Education, advocating measures that would benefit two year institutions and their students who were frequently adult, part-time, re-entering students.

The following year, the organization actively supported the increased higher education budget sent to the General Assembly. In later years, the interest in political issues remained high, as seen in the inclusion of such matters on practically every conference program, but virtually no direct advocacy occurred.

Activities promoting professional growth and recognition developed significantly as the organization grew. The annual fall conference continued to serve as the forum for communication and discussion about instructional, administrative, and public issues in two-year institutions. A major addition to opportunities for professional growth occurred with the founding of the organization's journal in 1975 under the editorship of James Fullen.

A major structural change occurred through constitutional amendments in 1982 when the number of committees was reduced by half and the corresponding and recording secretaries were combined. Also at this time, institutional membership was changed from a category that essentially demonstrated institutional support for OATYC to one that provided the president or president's designee with the full rights of organizational membership. This constitutional revision also reduced the purposes of the organization to six, eliminating the purpose of promoting articulation among the institutions of higher education. It is not at all clear why this was dropped, as articulation continued to be a major concern of members and, indeed, was the theme of the 1983 conference. In 1985, a constitutional amendment added the immediate past president and journal editor to the board, recognizing the importance these individuals had shown through unofficial participation.

In the eighties, an interest in recognizing and communicating excellence in two-year institutions led to the establishment of awards for outstanding faculty and administrators in Ohio's two-year institutions. The first award to an outstanding full-time faculty member went to Thomas Lower from Stark Technical College at the 1985 fall conference. The following year all three awards were given for the first time: full-time faculty member, part-time faculty member, and administrator. Official affiliation with the American Association of Community and Junior Colleges (AACJC) in 1986 and the provision for other Ohio two-year college organizations to affiliate with OATYC were additional measures to recognize OATYC's special role as the state's only organization providing a forum and opportunities for development for all personnel groups in the two-year institutions.

Rae W. Rohfeld, OATYC Past President
Associate Professor
Adult Education
Syracuse University
Syracuse, NY 13244-4160

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editoral material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is March 11, 1988.

JOIN

OATYC

OATYC Application for Membership

☐ I am enclosing $15 for regular membership dues for 1987-88.
☐ New Member
☐ Membership Renewal

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Two-Year Campus _____

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C/O David Conrath, Washington Technical College, Rt. #2, State Route 676, Marietta, OH 45750

Fall, 1987 OATYC Conference Celebration
A 20th Anniversary "Party"

Russell K. Davis, III

Plans are made: Speakers have been contacted; the program has been outlined; the conference center has been readied for an *extra special* OATYC Fall Conference. Your trip to Akron, November 5-7, 1987, for the Twentieth Anniversary of OATYC will be professionally rewarding as well as memorable for the entire family.

Your Host

The University of Akron Community and Technical College is one of nine degree granting colleges on The University of Akron's 160 acre, 70 building campus. The University offers programs leading to the Associate (two-year), Bachelor's (four-year), Master's (graduate), and Doctoral (graduate and professional) degrees. The Community and Technical College offers over 25 associate degree programs in a wide range of semi-professional, technical, and highly skilled professions, enrolling 2,500 of Akron University's 26,000 students.

Conference Site

The Quaker Square Hilton Hotel will serve as Conference Headquarters for all L[illegible]ing and almost all the conference program. This outstanding Mobil and AAA "4 star" rated facility is located in the mills and silos of the original Quaker Oats cereal factory now a fabulous hotel, restaurant, and shopping complex in downtown Akron. In addition to the hotel's restaurant and enclosed swimming pool, four other restaurants and 40 more shops, boutiques and attractions will captivate both young and old. Arrangement for tours to and of major and nearby attractions including the Akron Civic Theater, the Pro-Football Hall of Fame, and Stan Hywet Hall and Gardens can be made directly through the hotel.

The Program

A selection of current yet diverse topics focusing on the conference theme "Back to the Future: 20 Years to 2001" is being offered. You will be professionally stimulated and challenged by your colleagues from around the state of Ohio and presented with nearly 20 different seminars directed at contemporary two-year college issues.

A special conference highlight is scheduled Saturday, November 7, 1987 at The University Club, the University of Akron campus. Six Ohio two-year college presidents will share their "view from the top" at a panel discussion and buffet breakfast hosted by the C&T College, University of Akron. The view of chief administrator on what lies ahead for two-year colleges in terms of both problems and opportunities will prove enlightening.

Do not delay in making your travel and accomodation plans. We anticipate this will be one of the best OATYC Conferences in 20 years!

Remember, your participation and support is the foundation for a meaningful professional association.

I look forward to the pleasure of your company in Akron, November 5-7, 1987.

Russell K. Davis, III
OATYC Conference Director
OATYC Board Member
Associate Professor, Business Management
Community and Technical College
The University of Akron
Akron, Ohio 44325

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Our 20th
OATYC FALL CONFERENCE

November 5 - 7, 1987

Community and Technical College
The University of Akron

"Back to the Future: 20 Years to 2001"

SCHEDULE

Thursday, November 5

Afternoon: Early Registration - Check in, Quaker Square Hilton

OATYC Board Meeting — Hospitality Suite

9:00 p.m. - ? OATYC Hospitality

Friday, November 6

8:00- 8:35 a.m. Registration — Coffee, juice, donuts
Lobby, Quaker Square Hilton

Friday, November 6
Session 1 - 8:45 - 9:55 a.m. *All Sessions — Quaker Square Hilton*

A. Title: *Shifting Emphasis for the Future*
Presenter: **Carol C. Gigliotti**, Assistant Professor of Office Administration
The University of Akron

B. Title: *Target Market Approach to Career Day*
Presenters: **Kathy Brubaker**, Executive Director, South Campus; **Mary Ann Frost**, Coordinator Student Services, South Campus; **William Tomka**, Director of Admissions
Owens Technical College

C. Title: *The Making of Women Leaders. Mentors, Models and Memoirs*
Presenters: **Fay Dambrot**, Associate Professor of Psychology; **Dr. Carole Garrison**, Associate Professor of Criminal Justice and Director of Women's Studies; **Dr. Velma Pomrenke**, Assistant Professor, Public Service Technology and Division of Associate Studies
The University of Akron

D. Title: *The Role of Colleges in Improving High School Students' Writing: Two Case Studies*
Presenters: **Dr. Marsha S. Bordner**, Dept. Chair, General Studies
Clark Technical College's EECAP
Marilyn Valentino, Instructor, English-EECAP Faculty Participant
Clark Technical College and Lorain County Community College

Friday, November 6
Session 2 - 10:10 - 11:20 a.m.

A. Title: *Liberal Arts and Technology: Strange Bedfellows in a Workable Marriage*
Presenter: **Kathleen Brubaker**, Executive Director, South Campus
Owens Technical College

B. Title: *The Hour Play as a Teaching Strategy*
Presenter: **Martin Siegel**, Associate Professor, Marketing and Sales, Community and Technical College
The University of Akron

C. Title: *Criteria-Referenced Faculty Evaluation — Avoiding Rating Errors*
Presenters: **Arthur R. Pollock**, Professor of Social Science; **Stanley B. Silverman**, Associate Professor of Social Science, Community and Technical College
The University of Akron

D. Title: *Computer Date Leads to Marriage: Mathematics and Engineering*
Presenters: **Kylene E. Norman**, Instructor; **John W. Bailey**, Instructor
Clark Technical College

E. Title: *Change Images: Strategies for Change in Individuals and Organizations*
Presenter: **Art Moyer**, Program Director, The Innovation Institute
Stark Technical College

Friday, November 6
Session 3 - 11:30 a.m. - 12:15 p.m.

Business Meeting: Quaker Square Hilton

Friday, November 6
Lunch - 12:30 - 1:30 p.m.

Ballroom C, Quaker Square Hilton

Friday, November 6
Session 4 - 1:35 - 2:45 p.m.

A. Title: *Polishing Students' Professional Identity: A Collaboration of Engineering Technology Faculty and Student Services Staff*
Presenters: **Mary Ann Frost**, Coordinator of Student Services, South Campus; **Bruce Ostera**, Chairman Engineering Technology, South Campus; **Dave Winters**, Dean of Engineering Technology
Owens Technical College

B. Title: *The Relationship Between Learning Styles and Teaching Strategies*
Presenters: **Mary L. Thibault**, Professor; **Karen R. Booth**, Professor
Owens Technical College

C. Title: *Facing the Future: Issues of Death and Dying*
Presenters: **Dr. Velma Pomrenke**, Assistant Professor of Associate Studies; **Deborah Weber**, Assistant Professor of Associate Studies, Community and Technical College
The University of Akron

D. Title: *Faculty Evaluation as a Tool for the Improvement of Instruction in the Two Year College*
Presenters: **Dr. Michael N. Sugarman**, Professor, College of Education; **Linda N. Sugarman**, Assistant Professor, Accounting
The University of Akron

E. Title: *A Right Brain View of 20 Years in the Future*
Presenter: **Jack F. Mercer**, Professor of Social Studies, Community and Technical College
The University of Akron

Friday, November 6
Session 5 - 3:00 - 4:15 p.m.

A Title: *Campus Child Care and the College: A Partnership*
Presenter: **Gloria J. Yuodi**, Chairman, Early Childhood Education and Recreation Technologies, Director, Child Care Technology Laboratory
Owens College

B Title: *Providing Special Learning Assistance to Meet the Needs of Many*
Presenters: **Clyde E. Opliger**, Chair, General Studies Division; **Jean Swaino Opliger**, Coordinator, Learning Assistant Programs
The Ohio State University, Wooster

C Title: *Multicultural Education within the Community College*
Presenter: **Dorothy C. Salem**, Director, Institute on Human Relations
Cuyahoga Community College

D Title: *Infusing Thinking Skills into Classroom Instruction*
Presenters: **Shirley Lunsford**, Assistant Professor, Communication Skills; **Ella Copeland**, Director, Library Learning Resource Center
The Ohio State University Agricultural Technical Institute

E Title: *Two-Year Colleges: A Sunset Industry?*
Presenter: **John Marshall Dasher**, Coordinator, Ohio Technology Transfer Organization
Lima Technical College

Friday, November 6 and Saturday, November 7
Tours/Activities

Available periodically throughout the conference for participants and family members. May include the following:

- The University of Akron campus
- Stan Hywet Hall
- Akron Museum of Art
- Pro Football Hall of Fame
- Quaker Square

Check at Conference Registration Desk for details.

Friday, November 6

6:00 - 7:00 p.m. Social Hour - Cash Bar
Ballroom C, Quaker Square Hilton

7:00 p.m. Dinner
Ballroom C
Awards Presentation

8:00 p.m. Keynote Speaker
Dr. Max Lerner
Executive Director
The Ohio Council of Private Colleges & Schools

Saturday, November 7

8:30 - 9:25 a.m. **Breakfast Buffet**
The University Club of Akron, Fir Hill
Akron, Ohio

9:30 a.m. **Panel Discussion**
Back to the Future: Twenty Years to 2001 - A View from the Top

Ohio Two-Year School CEO's share insights followed by questions and answers.

Introductions By
Dr. James Long, Dean
Community and Technical College
The University of Akron
Akron, Ohio

Panel Members

Dr. James S. Biddle, President
Lima Technical College
Lima, Ohio

Dr. Carson K. Miller, President
Washington Technical College
Marietta, Ohio

Dr. John J. McGrath, President
Stark Technical College
Canton, Ohio

Dr. Nolen M. Ellison, President
Cuyahoga Community College
West Campus
Parma, Ohio

Dr. Harold M. Nester, President
Columbus State Community College
Columbus, Ohio

11:00 a.m. Adjournment

OATYC

Professional Liability Protection Plan for Educators

Offered to Employees of OATYC/ AACJC Member Colleges

OATYC/
AACJC

The Educators Professional Liability Plan covers the acts or omissions of the enrollee and protects the enrollee for the acts of anyone under his or her supervision. This Plan also assists the enrollee to protect his or her job.

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- The claim, or written notification of circumstances which could reasonably give rise to a claim, is first made by or against the insured during the agreement period or within 60 days after expiration or termination of the agreement.

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PROFESSIONAL LIABILITY PLAN ENROLLMENT FORM

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TEXT

FOCUS: The University of Akron Community and Technical College: Looking Back

Blin B. Scatterday

We have been on this campus before. But this time, a difference: Here, where OATYC was born, we are celebrating our 20th birthday. So, Blin Scatterday, one of our OATYC founding fathers, takes us on a journey back through time—twenty-three years on the campus of The University of Akron Community and Technical College.

I once had no plans to teach at a college and had finished my Master's Degree only to improve my salary position in the public schools. But Dr. Selby, who had been my advisor for my undergraduate and graduate work at the University of Akron, told me about a new, two-year college which was being formed on The University of Akron Campus. He said it would be well suited for me because they were looking for outstanding teachers to start a day program and that teaching would be the primary guide in determining advancement in this college. Friends, however, told me to forget about it since without a Doctoral degree I would never get anywhere at the University. So I did forget about it until Dr. Selby phoned me and told me that he had made an appointment for me with the Provost to talk about the position. Those who knew Dr. Selby knew that you might as well go along with him; so I showed for the appointment. After talking to Provost (later president) Dr. Guzzetta and Dr. Auburn, their president, I was intrigued by the goals and structure of this college which represented a new concept in education in this area of the country.

Harry P. Schrank Hall, view from West, home of the Community and Technical College administrative offices. Shrank North, on the left, houses the Business Technology Division. At the right is Petrie Auditorium with its ornamental concrete facade.

So I left the public schools in 1963 and came to The University of Akron campus. The Community and Technical College then had about 200 students and five full-time teachers. I taught all the math classes in the college and had to help out teaching in the four-year program to complete my academic load. When the staff in our college had grown to seven full-time instructors and four part-timers, our Dean, Bill Petry called us a faculty and had us and our spouses to his home for a sit-down dinner. Dean Petry was just the man to deal with our early problems, as nothing seemed to distress him. One day during a meeting an excited secretary called him out of the meeting to give him a message. He returned to tell us calmly that he would have to leave as his house was on fire. Over the years our staff has grown to over 110 full-time faculty and over 130 part-time faculty who serve 30 different programs.

My first office was in a long room with a large drafting table as my companion. In January another faculty member, Bob Weyrick, joined me; he was later to become Dean of the college and now serves as Acting Associate Provost for academic services. My office was then moved to the basement of the Education building where another math instructor joined me and we had our offices to-

Aerial view of the University of Akron Campus with the Community and Technical College at mid left, adjacent to Jackson Field.

gether. Finally almost all of the two-year faculty was moved across Buchtel Avenue to the Shaar Apartments which had been purchased by the University and (somewhat) remodeled. I say *somewhat* since the bathroom still had a bathtub complete with showers. One day I noticed a student outside my office peering into our offices. When I asked him what he wanted, he said that he was curious as to what his old apartment looked like and that I was now in his former bedroom. Finally a technical grant from the State of Ohio helped to build our **own** building and it was named Schrank Hall after the president of the Board of Trustees, Harry P. Schrank.

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An interesting sidelight in our move was that one of the instructors had packed some of his books in his waste paper basket assuming it was safe, since we had very poor custodial service. You guessed it! That night we had very fine custodial service and his books went out with the trash.

In the early years we had many problems with the four-year colleges. Many professors on campus were not pleased with our presence. One example was our attempt to add a class in the Business Technology Division using the word **Marketing**, which was opposed by the Business College as this M-Word was theirs and couldn't be used in our title. We then proposed it be called Yankee Peddler 221, which caused such laughter that we won the day and added many of their words over the years. We also were accused by a historian in one academic affairs meeting of teaching history "without a license." The course in question was called Introduction to Fire Protection. The situation has improved over the years, however, with many of our faculty teaching in the four-year colleges, holding offices in University Council and AAUP, and chairing many University committees. We have also developed two plus two programs with other University colleges.

Little did I know twenty-three years ago that the interview for a University position would make such a change in my life. It has been very satisfying to be a part of the growth of our college and to have contributed to its success. Many students we have educated have gone on to important positions in our community and we've given skills to many others who have never entered the college scene without the prospect of a two-year, technically oriented degree.

Blin B. Scatterday
Professor of Mathmatics
Community and Technical College
Chairman of the Division of Associate Studies
The University of Akron
Akron, OH 44325

Who Needs the General Studies Department?

Ed Lamp

The value of the general studies is unquestionable; however, the department does have problems in the two-year colleges. Different groups have varying views on what and why the department is included in the college structure. The Board of Regents view it as necessary. Some administrators see general studies as a problem to schedule around the "real" courses; and other faculty see it as subservient and only there to teach remedial material and prepare the student for the "real education" in the degree departments. Many two-year college students view general studies as an obstacle to the meat of the task.

The most powerful group that keeps the general studies department in existence is the Ohio Board of Regents. For example, in technical education the mandate is that 50% of the program consist of general and basic studies. However, the board funding of these essential parts of the program is at the low end of the funding scale. The message to general studies is clear. A nondescript room and a few major expenditures like chalk and a few erasures are all that is needed by teachers of writing or psychology. How does one equip the writing laboratory with word processors with the kind of money that is meant to buy chalk?

This signal of low funding must carry into the minds of the local college administration when they budget, schedule, and hire staff. An engineering teacher might order thousands of dollars of spare parts for some of his test equipment. The budget is set up to handle such purchases. In comparison, many general studies departments might have problems replacing a well worn dictionary. Many schools schedule classes for the technical departments first. They then fill in the holes with the "other" classes where there is a space. The thought that more people could be fit into fewer sections if the general studies schedule was filled in first seems to slip their minds.

Another issue involves salaries. Supply and demand is the operational word when hiring staff. Correctly, the school administration figures it has to pay a highly qualified and skilled technical teacher (a lot) the market price. The prevailing view is that a general studies instructor needs limited qualifications and less pay than other instructors; therefore, the general studies instructor finds the price axis of the supply and demand curves at a much lower equilibrium point. Sometimes this market price is below that of a local high school teacher with the same qualifications.

Students may enter two-year schools with the cards set in a way that makes general education look like a waste of time. They may see the point of a little reading, writing, and math, but beyond that little value is found. The students view of courses like psychology, government, and economics is that studying these gets in the way of their main goals. The students enter the school with this myopic view and little is done to change this view once there.

The view of general studies as a third rate department is so pervasive that even the teachers in the department succumb to the thought after awhile. Some of the teachers think the only advantage is not having to teach a group of junior high pupils. That is little inspiration to carry into the classroom and is the type of drudgery of which burnout is made.

General Studies seems to be the long, and almost lost, step-child of the two-year college system. This department's faculty either comes in with a suit of mental clothes that fits this third-rate status or, soon after, takes on the trappings of the old timers. When are we going to change clothes and demand the position that we should have in the educational structure?

The ultimate payers of the bills, the graduates' employers, have a different idea as to the skills they want the graduate to have. Surveys of employers are saying if students or employees can read, write, and have problem solving skills, we want them. We will train them to OUR system. When do we stop the parade and remind people that general studies teachers are the ones who teach the students how to read the parade route and calculate its distance?

Having spent the better part of the last twenty years in the two-year college system, I think much of the picture is well grounded. This micro-view of general studies basically includes the negative view. The problem is that the structural and mental changes that take place are slow in their movements. Writers have noted the problems that brought about the collapse of societies before. The problems with general studies are just another sign that the educational society needs to change, before it also falls.

Two-Year General Studies instructors need to demand and retake the position of equality in two-year colleges. Cooperation, writing, thinking, reading, and learning across the curricular programs are essential to meet the needs of the two-year graduate.

Are we, in general studies, professional enough to command and demand the position of importance that we need to have in the educational system?

Ed Lamp
General Studies
Terra Technical College
Fremont, OH 43402

Trends in Computer Technology: A Preliminary Study of the Northeastern Ohio Area

Robert Remedio

The following study measured present and future trends in computer technology for the Northeastern Ohio area. A cross-section of business and industry was examined. Personal interviews were done and newspaper want ads were analyzed. The study was accomplished during the spring of 1986.

Personal Interviews

Seven personal interviews were held with computer personnel from Burton, Canton, Cleveland, Hudson, and Youngstown, Ohio. (My thanks to Kenneth Vinciquerra, professor at KSU, for conducting three of the personal interviews.) The computer personnel held positions such as programmer, programmer/analyst, systems analyst, and DP manager. The most popular responses and their frequency are herein summarized for the following questions (the number in parentheses will show how many respondents mentioned that item).

Question: What skills are you presently seeking in computer personnel?
Response: Database (5), Systems Analysis (2), On-line Operations (2)

Question: What computer languages are you using and with what machines?
Response: COBOL (6), DBASE II/III (2), mostly on IBM equipment

Question: Do you buy or create most of your software?
Response: Buy 50% or more (5)

Question: Are you using a database? Which?
Response: Yes (7). Using mostly IDMS on IBM mainframe and DBASE II/III on microcomputers.

Question: What future applications for computers do you see coming in your company?
Response: Networking micros to micros and to mainframes (4) Database (3

Newspaper Want Ads

Seventeen newspaper want ads were analyzed. The newspapers were *Akron Beacon Journal, Cleveland Plain Dealer, Pittsburgh Press,* and *Youngstown Vindicator*. All ads were large block ads. The following summarizes the items most often found.

Positions Available: Programmer or programmer analyst (8), systems programmer (5)
Languages Wanted: COBOL (7), RPG II (2), on IBM 34/36
Computer: IBM (11), DEC (2), HP3000 (2)

Degrees were mentioned in two ads; however, experience was wanted in eight ads.

Two-Year Teaching and Curriculum Implications

Many of the questions from the interviews are pointing to the need for database programmers. There is evidence of the desire for large-scale and micro database people. The offering of a database course in the computer technology curriculum seems necessary. Perhaps a course on how to run DBASE II or III would begin to fill business demands. This course could be run on various microcomputers. A more serious database course using mini or mainframe software, such as IDMS or cheaper INGRES, could be offered. The use of the database interactively and through programs would be the first thrust in this type of course. A more ambitious or second course would get into setting up and maintaining a large-scale database. The need for database instruction is strongly evident. Database concepts can be taught with software and on machines of varying expenses and to a varying degree of sophistication.

There seems to be an obvious and continuing request from business for COBOL programmers. The interview and want ad summaries point to this fact, coupled with the desire for experience on an IBM machine. COBOL programming with a high level of competence is wanted. Work with indexed files and database interfacing should be emphasized to give the student a competitive chance. If the IBM machine is not available, a DEC or HP mini or other would suffice. In regards to COBOL programming, the need for clear, structured programs was mentioned.

The interviews brought up a possible surprise. Companies are buying a lot of already written software. They are then trying to modify the software to fit their business. Interview comments expressed a need for DP employees who could competently modify programs in a large package. More teaching of program modification needs to be done on hand and suitable for specific modifications. Some already written large classroom projects can be used for this purpose. Also some public domain software would work nicely as code to be modified. Studying code modification and tailoring can take away some of the fear of this type of work for the students and make them attractive to employers. It can help them in those first few months on the job when employees are often asked to modify already existing code.

The interviews and want ads showed businesses calling for a programmer analyst/systems analyst type person. The request here is for a person who can handle the many factors involved in coordinating a large DP application, such as payroll, billing, inventory management. This employee should be able to integrate the company's existing hardware and personnel and design a working system of programs. This is a large task for any one person, indeed. We at the two year school can do our best to satisfy this business request. We can, of course, teach a systems analysis course. Beyond that, we can insist on the student being able to work with other people. The student should be able to communicate DP ideas at various levels. The student should have an ability to work with different brands of hardware.

The trend toward networking also came out in the study. Getting computers to talk to each other over short and long distances is becoming a business need. Teaching the software protocols and some hands-on work will familiarize the student with networking. Explanation on some of the hardware hookups and configuring would greatly enhance the student's value to employers. Here, as with database work, networking software and equipment can range in expense and the concepts can be taught to varying degrees of sophistication.

The foregoing study has turned up a few surprises and verified some already anticipated trends in business and industry. Some further study on the possible prominence of on-line applications is suggested by the interviews. Also, further studies might investigate the place and demand for BASIC programming. Constant monitoring of business and industry is the only way to keep up with and in some way anticipate trends in computer technolgy.

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PLUS ONE

Teaching Thinking: The Mission of the Humanities

James J. Sheridan

According to James J. Sheridan, "There is little time for yesterday, today and tomorrow--there is only now!" It means that we in education must realize that a "knowledge base is transitory; that the contents students learn in their freshman class will be outdated and replaced by the time they reach their second year on the job. It means we must teach students the process of thinking." (The article is reprinted with the permission of the AACJC Journal).

Over 55 percent of American workers earn their livelihood by the processing and communication of information. In some fields the information half-life (the time it takes for half the knowledge base to become obsolete) is less than six years ("The Future World of Work" 1981). Together these two facts demonstrate why it is imperative that community, technical, and junior colleges teach their students how to think.

Students tend to avoid courses in humanities and gravitate toward technological fields. Their surface logic is impeccable. College, from the students' viewpoint, is the vehicle to better jobs. The best jobs are in technology; therefore, the students take those courses that they believe will best equip them to obtain said jobs. Humanities courses seem to the students to be remote from technology, so why bother to take them. Ironically humanities courses are more essential in the world of high-tech then they ever were in a smokestack economy.

The knowledge explosion that began with the Age of Enlightenment and fueled the Industrial Revolution, naturally and rightly, led to the conclusion that knowledge is power. This concept was reinforced in the first half of the 20th century when knowledge increased so rapidly that one could not master everything in the field and needed, therefore, to specialize in a small section of one area. It was this fragmentation into specialties that Ralph Waldo Emerson prophetically discerned in "The American Scholar" (1837).

The second half of the 20th century has brought us information overload to the point where Alvin Toffler can rightly claim that the future arrived yesterday (Toffler 1970). Or as Alice responds to the question: Who are you? in a Lewis Carroll-made world. "I-I hardly know, sir, at present-- at least I know who I was when I got up this morning, but I think I must have changed several times since then." Marshall McLuhan has best capsulized our present condition in the phrase, "the global village" (McLuhan 1964). With the advent of electronic communication, the event and its recording and reception are instantaneous. You are there, not figuratively, but literally as the American hostages in Beirut plead electronically with their President to negotiate their release. Communications satellites have compressed time and space into invisibility. There is little time for yesterday, today, and tomorrow— there is only the now!

What does this mean for education? It means that we must realize that the knowledge base is transitory; that the content students learn in their freshman class will be outdated and replaced by the time they reach their second year on the job. It means we must teach students the process of thinking. Obviously, this is not a new role for the humanities. It is at least as old as the Socratic method. Perhaps, though, it needs to be recast in new terms and methodologies. The humanities, like the classics department, have grown somewhat arrogant over the centuries and have contended that they have an inherent right to a place in the curricula and no justification is necessary. Such an attitude does no justice to their Socratic beginnings.

Nor is it necessary to fall back on some vague notion of the appreciation of literature as a justification. We need to remind ourselves and others that the etymology of the word liberal in liberal arts, means free— the liberal arts are the education of the free. Implicit in that nomenclature is that one has the right and the ability to think for oneself, to become an independent thinker. And surely this is still the concept of a citizen in a free democracy.

It is this historic mission of teaching students how to think that the humanities need to reclaim. And, because of information overload, instantaneous transfer of knowledge, and briefer and briefer knowledge half-lives, humanities and the teaching of thinking are more necessary than ever. It is the process of thinking that is the key to the future. Our students need to master this process so that they can apply it to the ever-changing technological environment of the workplace.

The first obstacle to be overcome is the students' conviction that intelligence cannot be improved, that one is dealt a number at conception and that number cannot be changed; the students have IQ and SAT numbers to support their contention. How do you argue with that? I go Aristotelian and suggest they think of intelligence and thinking as potential and actuality. I convince them that no one comes anywhere close to actualizing his brainpower but that any minute percent of increase will have dramatic effects.

I try to get students to appreciate the miracles they have encased in their skulls by asking someone a question that requires a two or three sentence answer. I then point out the complexity of the syntax and word choices the answering student has chosen, apparently with little conscious thinking. In fact, it is probably true that this student has never before uttered or even heard those sentences before in exactly that word order. Equally miraculously, the other students understood the thought of the answering student because their brains instantly translated a number of arbitrary sounds into ideas. Throughout the course, I try to maintain this sense of awe one should have for "ordinary" thinking. It helps the students develop self-confidence and increases their belief that thinking can indeed be learned and, therefore, improved.

At the very beginning of the course I teach metaphor. It is a misconception to think that metaphor is a sophisticated tool to be taught only in poetry and advanced writing classes. Students take to it quite readily after I point out that they use similes and metaphors in everyday speech. After two classes of practice, students are required to keep a metaphor journal in which they write a metaphor a day.

The early introduction of metaphor not only immediately improves their writing but opens them to metaphorical thinking, to seeing commonality in difference, to discerning patterns where they were not before obvious. Metaphorical thinking in turn provides an entree into right-brain thinking. I use Jean Houston's exercise to make students aware of left and right brain thinking. In Houston's meditation technique the students are asked to close their eyes and imagine the number 1 on the left side of their brains and the letter A on the right side. After going through to the number 26 and letter Z, they switch and put the letter on the left and number on the right. Finishing that, the students

next imagine one image on the left (a couple getting married) and another on the right (a procession of nuns walking two by two through a cloister). After the students form many other separate images on the left and right sides, the exercise meditation leads them to unify whole brain thinking (Houston 1982). Since most students are left-brain oriented, it is essential to open them to right-brained creative, intuitive thinking.

I give the students two mottoes for the course. One is "Many look, few see, fewer perceive." I guarantee them that they will be better perceivers by the end of the course. (I do a lot of guaranteeing; teaching is not for the faint of heart.) The second is "You don't know what you know until you read what you have written." Students do not, of course, believe this statement. They assume you know something and *then* you write it down. My thesis is that thinking and writing are interdependent and synchronistic. The act of writing does not merely record thought or even simply reformulate it; it generates thought. Writing is a thinking heuristic. To prove this concept, I next introduce students to free-writing.

The rules for free-writing are simple. You write for ten minutes. You cannot at any time stop writing. You are forbidden to think. I give them no topic. I say let your right (or left) and do the thinking. Just keep writing. Say anything you wish. You can swear, use obscenities, whatever you wish, just keep on writing. You can say, "This is the stupidest exercise I ever enaged in and the guy who thought it up ought to be locked up;" anything, just so you write it. You cannot bite the end of your pens. You cannot gaze pensively at the ceiling. You may not close your eyes and furl your brow in studied concentration. You may not concentrate— it's against the rules. Just write. Worry not about punctuation. Do not consider sentence structure. If you get a new image, thought, impression in the middle of a sentence by all means break off and pursue it. The hell with spelling, and paragraphs don't exist. Just write.

Free-writing has a liberating effect on students. It shows them they can produce words on paper (150-400 in ten minutes). It helps break the writing-is-grammar chain that has shackled them, through no fault of their own. Granted, the results may seem chaotic. Unity is not expected. However, after they do it three or four times, students quickly latch on to the topic, an image, a thought and pursue it rather well. They will later do focused free-writing, which uses the same basic techniques except the students start out with a topic and their free-writing is more or less focused on that topic.

After the free-writing and before the focused free-writing, I interject PMI (Plus, Minus, Interesting), a technique borrowed from Edward de Bono's CORT Program (de Bono 1974). In a stipulated time, students are required first to list all the positive (Plus) elements, then they list all the negative (Minus), and finally the unusual (interesting). The examples used at the beginning are novel and apparently whimsical; e.g., everyone should wear a badge the color of which would indicate what mood he or she is in, or all seats should be taken out of buses. It is advisable to start with such novel subjects because the students then learn the technique without initially being confronted with a topic towards which they already have a strong opinion.

PMI forces the students to consider both sides of a question and also stimulates creativity through the Interesting phase. For example, in the no-seat bus problem, students will list the positive aspects of getting more riders per bus and the economic factors derived from that. On the negative they will list the discomfort aspect and the inaccessibility for the aged and handicapped. Under Interesting they might suggest that both seated and non-seated buses should run during rush hour. A similar technique is what I labled AWOL (Alternate Ways of Looking), a slight modification of a de Bono heuristic, which forces the students to consider various viewpoints before making judgments. Another essential technique is prioritizing. Students practice looking at data generated by PMI or AWOL and determining the significant from the insignificant.

PMI, AWOL, free-writing, and focused free-writing, along with brainstorming and prioritizing, are techniques that the students practice and incorporate into what might be called pre-writing activities. To ensure the use of these techniques (and others), I require the student to turn in a process page with every written composition. The process page, which is practiced many times in class, consists of a narrative of the student's thought processes throughout the pre-writing and writing phases of the composition. This process page is never corrected or graded. The student is encouraged to use a loose free-writing style and not to worry about grammar, sentence structure, etc. The writing of the process page reinforces the techniques previously taught. After some practice, students find they have a menu of techniques at their disposal, and they pick those that seem appropriate. However, I require the students to tell all in the process page, including false starts and dead-ends.

How does this work specifically? Consider an assignment I gave recently. "You are a member of the local school board. A third grader named Melanie has contracted AIDS through a blood transfusion. The president of the school board has called a special public meeting to decide how this situation should be handled. Prepare a paper for presentation to the board and the assembled parents that argues for a specific course of action." In the process page for this assignment the students first might detail their own emotional reaction to the AIDS question. Perhaps, after an attempt at focused free-writing, the students would decide to do a PMI and list the positive, negative, and interesting aspects of keeping Melanie in school.

Whichever side the students come down on, they could then do an AWOL to consider other viewpoints or reactions to their stand. They would, for example, consider the viewpoints of Melanie, her parents, other children, their parents, and the school board members. Some form of prioritizing would follow, in which the students would attempt to narrow their list to key points. In other words, the process page encourages the students to use thinking techniques and makes them more aware of the need to consider all aspects of the questions, other viewpoints, and their intended audience as they prepare their compositions.

I distinguish between the creative and critical modes in thinking-writing. Students are encouraged not to edit (the critical mode). The creative function must be given full sway; deviations, which sometimes become insights, are to be encouraged, not restricted. The practices in free-writing and right-brain thinking foster and nourish the creative mode. After the data are generated, the students then plug into the critical mode (the editorial function) and make choices and judgments. These phases, like the techniques discussed previously, are listed in linear fashion, but one must be aware that these processes are recursive, not linear. They are repeated at various and different steps as need and intuition require.

Although I do a through analysis of each paper and take notes accordingly, I do not write any comments or mark student compositions in any way except to assign them a number from 6-10 (roughly D to A +). I photocopy four or five selected compositions per assignment to pass out to every student (the copy does not show the students' name or the grade). Through a guided discussion the students discover the strengths and weaknesses of the papers under scrutiny.

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I follow this procedure primarily to inculcate the discovery aspect of the critical mode (judgment, evaluation) that the students have previously experienced in the creative mode. Students do not simply read my judgments of the paper, they learn to *discover* the principles of good writing and good thinking by examining products that exhibit or fail to exhibit these qualities. The purpose here is to force the students to internalize the process of critical thinking. Students do not internalize a process by reading the instructor's comments. They internalize the process by repeatedly engaging in critical analysis.

Moreover, the return of the papers is not an occasion for the student to stare dazedly at a sea of red marks and then curse under his breath; rather it is a learning experience during which the student has an opportunity to see how other students tackled the assignment. This sharing aspect is encouraged in other facets of the course which I will not describe here: Suffice to say that students learn as much from each other as they do from the instructor.

My point in describing briefly these techniques in this particular course is not to suggest that this is the only or best way to teach thinking skills (or writing skills) but only to affirm that the teaching of these skills can and should be a part of the humanities curriculum. Humanities need not fear the technologies. The technologies should not believe they have outgrown the humanities. Good thinking never goes out of style, and this is the principal reason the humanities will never go out of business.

James J. Sheridan
Professor of English
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PRACTICUM

Office Administration, The University of Akron, Program of Excellence Study

Jean Johnston

In preparing a state program excellence proposal, the Office Administration Program of The University of Akron Community and Technical College conducted a follow-up study of its 1986 Office Administrative graduates. Jean Johnston shares with us the following results of the study.

In September, 1987, The Office Administration Program of the Community and Technical College, The University of Akron submitted a proposal for program excellence. In preparing for this competition, a follow-up study of Office Administration graduates was conducted which provided useful information about our courses, our teaching effectiveness, placement showed our faculty members take below-average students, work hard helping them to learn and to graduate, and provide assistance in placing them in work related to their training where they become successful participants in the business community. Moreover, graduates are well pleased with their educational experience.

In 1986, the Office Administration programs at The University of Akron had the highest number of secretarial graduates in the state. A total of 106 students were graduated in our Office Administration program, 10.9 percent of all graduating students in the secretarial area in Ohio. Our placement record in 1986 was 91.10 percent; all other secretarial programs combined in Ohio had an average placement rate of 71.89 percent.

Survey of 1986 Graduates Office Administration

This follow-up study of 1986 graduates of Office Administration of The University of Akron attempted to measure goals when students entered the programs, level of satisfaction with faculty and curriculum, specific courses that were helpful, perceived benefits from their training, and preparation for students who wished to proceed with further study in advanced courses. Questionnaires were mailed to all 106 of the December 1985 and May 1986 Office Administration graduates, and 50 responded to the survey. Graduates were asked to check their goals for enrolling in the Office Administration area. Several students checked more than one answer. Table I shows the response to the question on initial goals.

Table I: Initial Goals on Enrollment

Goal	N = 55 Freq. Checked	%
To improve job skills	7	13
To prepare for first career	34	62
To prepare for career change	3	5
To improve chances for promotion	8	15
To complete courses for transfer credit	0	0
To take courses for personal development	3	5

Table I shows that most students had career-oriented goals at the time of enrollment.

Graduates were asked if the college experience had assisted them in achieving their goals. Forty-nine of the 50 respondents reported it had.

Graduates were asked to rate instruction and the curriculum according to four categories, ranging from "not helpful" to "very helpful." Their answers are shown in Table II.

Table II: Rating of Curriculum and Instruction

	Not Helpful No. & %	Somewhat Helpful No. & %	Helpful No. & %	Very Helpful No. & %
A. Faculty (teaching)	0	7	26	16
N = 49	(0%)	(14.29%)	(53.06%)	(32.65%)
B. The curriculum	0	4	30	15
N = 49	(0%)	(8.17%)	(61.22%)	(30.61%)
C. Labs	1	6	23	16
N = 46	(2.17%)	(13.05%)	(50%)	(35.78%)

Table 2 shows a high degree of satisfaction in all area, with the great majority reporting in the helpful and very helpful ranges.
Curriculum was then broken down into specific courses, and graduates were asked to rate courses according to categories from "no help" to "very helpful." "No contact with this item" was also included. Table III itemizes responses on specific courses in the Business Technology/Office Administration area and does not include any general courses the student took.

Table III: Rating of Specific Courses
N = 50

	No Help %	Some Help %	Helpful %	Very Helpful %	No contact with this item %
A. Business English	4	10	32	54	0
B. Communications	4	18	38	36	4
C. Shorthand	12	8	20	52	8
D. Typewriting	0	2	18	60	0
E. Information Management	8	14	34	36	8
F. Machine Transcription	10	14	24	30	22
G. Business Machines	4	28	44	20	4
H. Word Processing	4	4	18	70	4
I. Office Problems	12	14	42	20	12
J. Legal Office Procedures	0	8	0	18	74

Graduates checked typewriting as "very helpful" more than any other course in the curriculum, with word processing as the second most helpful course. Business English was perceived as "very helpful" or "helpful"by 86 percent of the respondents. Many students commented that a knowledge of English grammar was necessary or "very useful" in their jobs.

Shorthand was checked as "very helpful" or "helpful" by 72 percent of those responding to the survey. Many of our graduates evidently have found they need to be able to take shorthand in their job. Six students (12 percent) reported shorthand should be "cut out" or was "becoming obsolete" or was needed for companies like Goodyear who [sic] use it as a screening device."

Only Legal Secretarial students take Legal Office Procedures, which is why 74 percent of the respondents had no contact with this item.

Salaries reported by respondents fall within the ranges shown in Table IV.

Table IV: Salary Ranges of Respondents
N = 44

	%		%
Below $9,999	13.64	$18,000 - $19,999	9.09
$10,000 - $11,999	6.82	$20,000 - 21,999	6.82
$12,000 - $13,999	18.18	$22,000 - $23,999	4.55
$14,000 - $15,999	22.73	$24,000 and up	0
$16,000 - $17,999	18.18		

Some, but not all, of the respondents with salaries in the range "below $9,999" indicated they work part time. The largest percentage (22.73 percent) of the respondents were in the $14,000-$15,999 range.

The salaries of the respondents, who have been working full time for one year or more with two years of college training, suggest that one of the reasons for decreasing enrollment in secretarial programs not only at The University of Akron, but all over the United States is salary.

The study also attempted to uncover job-related changes that might occur after the completion of the associate degree. The graduates were asked to examine a list of eight job changes (one item was "no change") and check those items which occurred as a result of their attaining a degree. Table V shows job changes reported.

Table V: Job changes after Associate Degree Awarded
N = 48

A. Increased job responsibilities	29	60
B. Change of job title	13	27
C. Increased pay	25	52
D. Job promotion	10	21
E. Increased respect from employer (or supervisor)	29	60
F. Increased respect from peers	24	50
G. Greater job security	22	46
H. Greater competency in job	32	68
I. Experienced no change	5	10

According to the data in Table V, most graduates realized an assortment of job benefits as a result of attaining an associate degree. Only a small percentage of graduates (10 percent) reported that they experienced "no change" in their jobs after receiving the degree. No attempt is being made to suggest causal relationship between the job benefits and the associate degree; nevertheless, it appears that an overwhelming number of graduates perceived that their degrees were directly linked to the job benefits.

One of the goals of community colleges is to prepare students for advanced coursework in the upper levels of colleges and universities. A total of 16 of the 50 respondents (32 percent) are pursuing further coursework after attaining an associate degree. In the 1986 Ohio Board of Regents Technical Education Placement Report, 10,655 technical education graduates responded to the survey; 9.9 percent indicated they were continuing their education. Low overall percentages, such were reported statewide in 1986, are to be expected, according to the 1986 Placement Report, and are normal and appropriate to the objectives of technical education. The number of our graduates who indicated they were continuing their education in this study, therefore, is considerably higher than the state average.

Table VI shows the evaluation of Office Administration graduates of the program's role preparing students who wish to continue their education.

Table VI: Preparation For Continued Study
N = 16

	No.	%
A. Very Helpful	6	38
B. Helpful	8	50
C. Some Help	1	6
D. No Help	1	6

As Table VI indicates, most Office Administration graduates who responded perceive that their coursework in the Community and Technical College has provided a sound basis for transition into further studies.

Finally, the survey solicited comments from graduates of the program. Some of the comments are reprinted below.

Selected Best Comments of Graduates in Survey:

A. The program is well rounded. Don't change a thing.
B. I feel the program is very good. I have learned a lot and feel I have gotten somewhere with myself.
C. I felt my degree covered all the basics necessary to be a good secretary and throughly covered the most important areas, English, spelling, shorthand, typing, and communications. I especially appreciated learning job hunting skills and the help I received in looking for a job. My education taught me my skills, but mostly it gave me a great confidence in my abilities.
D. Word processing was the class that best prepared me for my present job. Grammar is very important, too, you always use it.
E. I enjoyed my coursework at the C and T College, and the Associate Degree is very valuable to me. I plan to take more classes soon.

F. I enjoyed most of my courses very much. After completing my degree, I found a very interesting job. My coursework made me feel much more confident in my work. I intend to return for more, possibly in management.
G. I felt the quality of the classwork was very good. The Associate Degree was needed for job advancement even though I already had the necessary skills.
H. The curriculum is structured well and gives a great background on a variety of machines, shorthand knowledge, typing, etc. Keep up the good work.
I. Very helpful and teachers are excellent. Good, comprehensive program.

Our survey helped us evaluate our programs as well as giving us reinforcement that the work we do is valuable. The impetus for the survey, our proposal for program excellence, turned out to have this unexpected benefit.

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FORUM

ISSUE: How Can Two-year Colleges Maintain Quality Programs in the Face of Declining Enrollments?

Quality Is the Seed Corn

Charles Bohlen

Nationwide two-year colleges have enjoyed unprecedented growth. A large number of two-year college faculty and administrators joined their colleges during the sixties and seventies, which coincidently had been the times of greatest enrollment expansion of our two-year colleges. Most colleges developed institutional cultures around adding new courses, programs, faculty and buildings. It becomes most difficult in view of this type of culture, to develop and implement strategies that will lead to stabilized enrollments and acceptable quality levels.

Quality, the Seed Corn of the Future

Quality is the "seed corn" for the future of two-year colleges undergoing or facing enrollment declines. The historical record of higher education in our country is cluttered with the closing of private colleges which responded to declining enrollments by sacrificing academic rigor and program integrity. Too many times the leadership, both formal and informal, of these colleges had the mistaken notion that students will be attracted and remain at their colleges if programs of study were less rigorous.

Our country at large, and thus our potential students are very quality concious. As many have shifted their automotive preferences to foreign made because of perceived quality differences, they will shift their college preferences to those with the highest affordable quality. Colleges then must not be tempted to attempt to bolster enrollment by reducing rigor and integrity. Quality is what will attract students and thus stave off further enrollment decline.

The Bottom Line Is Important

It thus seems so simple, as your enrollment starts to decline, just get all at the institution to increase the quality of what they are doing. The problem is two fold: (1) Almost all college departments are convinced they already offer quality programs; (2) quality has a price tag and declining enrollments mean that the dollars available to the college are dwindling.

Leadership becomes very important at this point. The college community must be made aware of the enrollment decline and the consequences to the college, its departments, its faculty and its staff. A certain apprehensiveness is healthy and can cause change, but the leadership within the college must inspire a college team effort to overcome the enrollment slide. The goal should be to reach an enrollment plateau or even an enrollment increase. A "batten down the hatches" attitude within the college can set the stage for further decline. Also, the retrenchment of full-time faculty should be avoided if at all possible. The retrenchment of full-time faculty will tear the heart of an institution. Retrenchment will seldom have to occur if effective leadership is anticipating the future and then developing strategies to better focus the fiscal and human resources of the college.

Retirements, Resignations, Realignments

Any college, but especially one facing an enrollment decline, must take a hard look at each of its programs, whether they are academic or service in nature. Before making program assessments though, the college community should be committed to an agreed upon acceptable quality level for all programs. It is not within the scope of this article to try to define what are the elements to consider when setting an acceptable level of quality. No matter what program assessment model is used, it should include an honest look at program need, quality outcomes and costs.

After the assessment is made, the college must decide which programs to maintain, reduce, delete and which to enhance. I am suggesting that the declining enrollment college realign some of its resources, both human and fiscal so that a few highly visible and poised for excellence programs can be enhanced. The "aura" of excellence created by these programs will attract students to the college, even students interested in programs that have an acceptable quality level but are not exemplary. The realignment of resources, without faculty retrenchment, called for under this strategy requires that retirements, resignations and faculty retraining be managed to redirect resources within the institution.

Summary

Maintaining quality or possibly even enhanced quality in the face of declining enrollment calls for visionary leadership from administrators and faculty opinion leaders. The college must quickly make a systematic assessment of its various programs and services. Courage must be displayed in shifting resources, both fiscal and human, in order to maintain an acceptable quality level in all programs and an exemplary level in a few highly visible programs. Retirements and resignations are always preferrable over retrenchments. If college leadership has been visionary and inspirational, a smaller but more vigorous college with a stable enrollment should be the result.

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Maintaining High-Quality Programs

James E. Tew and Robert L. Romig

The question, "How can two-year colleges maintain quality programs in the face of declining enrollments," implies that program quality categorically declines as enrollments decline. We don't think that is necessarily true. The same activities and initiatives that inspire high quality during periods of stable or increasing enrollments would be in effect during periods of enrollment decline.

To offer a possible answer to this question, it is important to know why enrollments are declining. Is it a problem with the central recruitment office? If so, an administrative correction would be required. Is it a short term condition that will correct itself? In this case, no immediate action would be required and program quality should not be affected. Is the decline a long term trend that will be difficult to impede? This trend is the most serious. It indicates a basic change in the traditional potential student population and change, any change, is rarely greeted eagerly.

Maintaining quality during periods of permanent student decline, more than ever, will require that the faculty be encouraged to stay current on topics of academic interest and classroom delivery techniques. Staying abreast of student population changes and staying informed of advances in one's area will help the faculty member resist feelings of depression and stagnation; in fact, the individual may even feel better about the situation. (It is assumed that the faculty member cannot personally do anything to stop the decline.) It may be that some very basic concepts, such as classroom delivery techniques or meeting times, will have to change to keep quality high. An informal seminar setting in a smaller room is better than a few students attending a lecture in a large room. In the latter situation, both the teacher and students sense the enrollment decline.

As enrollment numbers drop in a particular discipline, the faculty members must shift resources within the scope of their responsibilities. It is not realistic to think that a faculty member can be whimsically assigned (by administration) a course outside his/her discipline and expect a quality class to result, especially if long term quality is desired. Possible shifts in responsibilities may include basic or applied research, extension or continuing education appointments within the faculty member's discipline. In any event, a shift in the faculty member's responsibility must be viewed positively by the faculty member.

Regardless of any enrollment situation, developing and maintaining motivated, updated and inspired faculty will implement and maintain a high-quality program. Haranguing faculty beyond their ability or responsibility to cope with enrollment decline will not promote an increase in student numbers or quality, but will only contribute to further decline.

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REACTION

The Role of the Two-Year College In Economic Development

James P. Long

The Journal *encourages letters and articles in reponse to its contents, policies and OATYC activities. The following reaction concerns one of last spring's* Journal *articles:* "New Help for Area Business and Development."

Economic development is everybody's business, and all of our institutions have some contribution to make to the organized promotion of economic growth and business activity. Jobs depend on business activity; income depends on jobs, and people depend on income. The links in the chain are clear.

What is not so clear to some people is where institutions such as community and technical colleges fit into this chain. They believe that economic development should be left to business and industry, government agencies, chambers of commerce, economists, or maybe even large universities, but certainly not two-year colleges. Those who feel community colleges might have *some* role usually limit it to training workers to do new or expanding industries, or retraining workers to do new, more productive tasks. But this role is not seen as part of the mainstream of economic development.

A closer look at the facts tells a much different story. All over America, two-year colleges serve pivotal roles in increasing local business activity, improving employment rates, creating jobs, encouraging consumer spending, boosting tax revenues, and generally developing more favorable conditions in which to live. Community colleges and their economic development partners have a new awareness of how effective the colleges can be in aiding economic development plans at the local, state, and even national levels.

At the state level, quality occupational training at two-year colleges helps attract new industries to an area. It can also retain those that might move away or go out of business. A high-quality, low-cost community college often works like a magnet for companies that need good technical-level workers for new or retooled plants or offices. Many colleges not only serve employees and their dependents, they also help companies directly by offering customized in-plant training such as is offered by our college to Chrysler's Twinsburg Plant.

South Carolina's TEC System serves new and expanding industries at no cost, dependably supplying trained technicians for high-tech companies in the state. TEC's innovative technical centers, located at technical colleges around the state, also function as technological showplaces, demonstration locations, and training sites using the latest equipment and processes. Some of South Carolina's recent economic advances can be attributed to its Sunbelt location and its low cost labor, but much of the credit belongs to the TEC System.

Other states have similar two-year college training capacities that help attract or retain employers:

— Governor Hunt of North Carolina once said that his state's community colleges are the backbone of the economy and the single most important element in the state's program of economic development.

— Colorado's Flexible Industry Related Startup Training (FIRST) program depends on community colleges to provide training for new or expanding firms.

— Minnesota operates a network of regional consortia using community colleges and vo-tech centers to provide tailor-made training for new or expanding business or industry.

— Texas's industrial startup training program uses community colleges and other educational institutions to deliver training services for new companies in the state.

— The Ohio Occupational Education NETWORK links all the state's two-year colleges with corporate training needs, short-term in nature and offered on a "buffet" arrangement.

At the national level, community technical, and junior colleges constitute a large, powerful force for improving the country's productivity via training, retraining, and collaboration with other organizations. The American Association of Community and Junior Colleges (AACJC), the major organization for two-year colleges, has been striving, first, to "Put America Back to Work" and now to "Keep America Working." Corporations such as Kellogg, John Wiley and Sons, Sears Roebuck, General Motors, and others assist the nation's two-year colleges in these efforts through their foundations or through direct corporate involvement in training. The resulting series of activities eclipses any and all university-related national economic development activities.

It is at the local level, however, that community and technical colleges make their most important contributions to economic development. Institutions show a remarkable range of inventiveness in the ways they help local business and industry. The following examples highlight this creativity:

— Chemeketa Community College (Salem, OR) operates a Training and Economic Development Center to combat unemployment by providing training for any new industry, aiding small businesses in avoiding red tape involved in expansion, and assisting budding entrepreneurs with startup activities.

— St. Louis Community College joined forces with the Ford Motor Company to revitalize Ford's aging Hazelwood assembly plant and convert it into the nation's most advanced robot manufacturing operation. The college has used customized training, likages with unions and with other groups (e.g., JTPA), computers, and other high tech devices and processes in this successful employer retention operation.

— Guilford Technical Community College (Greensboro, NC) served Procter and Gamble as a full-service trainer in the startup of its new plant there. The college has trained hundreds of Procter and Gamble workers, including maintenance, security, typist, production, management, and dentifrice compounding and processing.

— Triton College (near Chicago) focused on retaining local business and industry. As part of its effort, the college conducted a survey of the 230 largest employers in the area to identify problems that could potentially result in layoffs or plant shutdowns. Many of the identified problems were reported to other agencies (e.g., chamber of commerce, Illinois Department of Commerce and Community Affairs, social welfare agencies, etc.) but the college developed a wide variety of special offices and programs to handle employer needs related to career assessment, counseling, training, and placement.

These colleges' efforts represent only some of the kinds of contributions that community colleges typically make to local economic development. The 10 most common contributions are as follows:

— Deliver training and retraining;
— Help make business and industry more productive;
— Work with employers, the chamber of commerce, and other groups to help retain existing business and industry;
— Help attract new employers;
— Develop entrepreneurs;
— Assist others in securing grants and contracts;
— Help displaced workers;
— Survey community resources and needs;
— Supply missing community services;
— Work to develop international business for local firms.

Clearly, colleges play crucial roles in our nation's economic development. The results enhance the life of our communities in many ways. And that, of course, is the mission of the community and technical college.

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The Editorial Board of the OATYC Journal is soliciting written responses (three or four paragraphs) to the question: ***To What Extent Should Faculty Be Involved in the Institutional Governance of the Two-Year College?*** *The question should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the fall edition's "Forum" section, deadline: March 11, 1988.*

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OATYC

JOURNAL

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OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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THIS ISSUE:

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Recent Developments and Plans

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REACTION

Ohio Two-Year Colleges Help Business/Industry Remain Competitive

OATYC

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- — Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
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- — To provide a forum in which all state-assisted, two-year campuses can meet to discuss and resolve mutual problems;
- — To foster cooperation and communication among Ohio's institutions of higher education;
- — To provide the viewpoint of the state-assisted, two-year campuses to the Ohio Board of Regents and to the State Legislature;
- — To identify and improve the status, prestige, and welfare of all state-assisted, two-year campuses in Ohio, and to other activities which will increase the contribution of state-assisted two-year campuses to Ohio's total educational process.

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OF THE
Ohio Association of Two-Year Colleges

(Affiliate of the American Association of Community and Junior Colleges)

VOL. XIII No. 2 Spring 1988

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OATYC Journal, Spring 1988
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COMMENT

Recent Developments and Plans

John Thornton

John Thornton

There are several recent developments and plans for the future of the OATYC that I would like to share with you. Now that all the facts and figures are in, it appears that the 1987 Fall Conference was a big success. The sessions went well with a great deal of food for thought being dispensed by the speakers and presenters. Of particular interest to me was the Saturday session, during which five presidents and deans of two-year institutions shared their thoughts by means of a panel discussion. The discussion was moderated by Dr. James Long, Dean of the Community and Technical College of The University of Akron. The panel members were Dr. James S. Biddle (Lima Technical College), Dr. John J. McGrath (Stark Technical College), Dr. Carson K. Miller (Washington Technical College), Dr. Harold M. Nestor (Columbus State Community College), and Dr. Ronald Sobel (Cuyahoga Community College, West Campus). I came away from this session with a new perspective on the future of two-year education in Ohio. Our thanks go to The University of Akron, as well as to Russell Davis and Jane Watkins, for helping to make the conference such a success.

Another very rewarding development this year has been the excellent response to the Association's drive for Institutional Members. As I write this, twenty-nine two-year colleges and campuses have become Institutional Members for the 1987-88 year. These Institutional Memberships provide a great deal of support to the Association, and help us to continue our activities. Our thanks and appreciation go to our Institutional Members.

On another front, the OATYC Board of Directors is working this year to establish and maintain personal contact with the Campus Liaisons. Each member of the Board is contacting a number of Liaisons periodically by phone. The purpose of these calls is to update the Liaisons on Board activities and to address any questions that the Liaisons may have. Through this process each Liaison will have a direct link to the Board of Directors. It is hoped that this process will facilitate communication not only between Liaisons and the Board, but between the membership and the Board through the Campus Liaisons. There are still a few institutions that do not have Campus Liaisons. As part of this effort the members of the Board are working to recruit Liaisons at those institutions.

Looking to the future, the annual conference of the General Education

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Organization of Ohio will take place at Columbus State Community College. The theme of this year's conference is OUTCOMES AND ASSESSMENT. The conference will be held on Saturday, May 21, 1988.

Planning has begun for the OATYC 1988 Fall Conference. The theme of this year's conference is FROM DREAM TO REALITY: COMING OF AGE IN THE 90's. The conference dates are November 3, 4, and 5 (Thursday, Friday, and Saturday). This year's conference will be hosted by The Michael J. Owens Technical College in Toledo.

Again this year the Association will conduct an awards program to honor the Administrator of the Year and the Faculty Member of the Year. Jane Watkins will be working with a committee of Campus Liaisons to select the recipients of these awards. The awards will be presented at the Fall Conference in November.

We are mid-way through the twentieth anniversary year of the Ohio Association of Two-Year Colleges. As I assess the state of the Association, and the activities in which we are currently involved, I am struck by the fact that the OATYC is a strong and dynamic association. I am optimistic that the next twenty years will be even better than the first.

John Thornton
OATYC President
Stark Technical College
Canton, OH 44720

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general profession importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-four solicitors of editoral material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is September 10, 1988.

JOIN

OATYC

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☐ New Member
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C/O Vicki Vorell, Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road, Parma, OH 44130

Professional Liability Protection Plan for Educators

Offered to Employees of OATYC/ AACJC Member Colleges

OATYC
AACJC

The Educators Professional Liability Plan covers the acts or omissions of the enrollee and protects the enrollee for the acts of anyone under his or her supervision. This Plan also assists the enrollee to protect his or her job.

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   This amount is for all claims during the Plan year. If you supervise other employees and are sued by one of them, the Plan provides 90% or $2,500, whichever is less, for defense costs ($100 deductible to be paid by you). The maximum $500,000 or $1,000,000 amount still applies to damages.
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NOTE: Members whose primary employment is with an educational organization may cover part-time educational jobs (consultant, tutor, teacher) by paying an additional $40 for the $500,000 benefit or $70 for the $1,000,000 benefit.

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TEXT

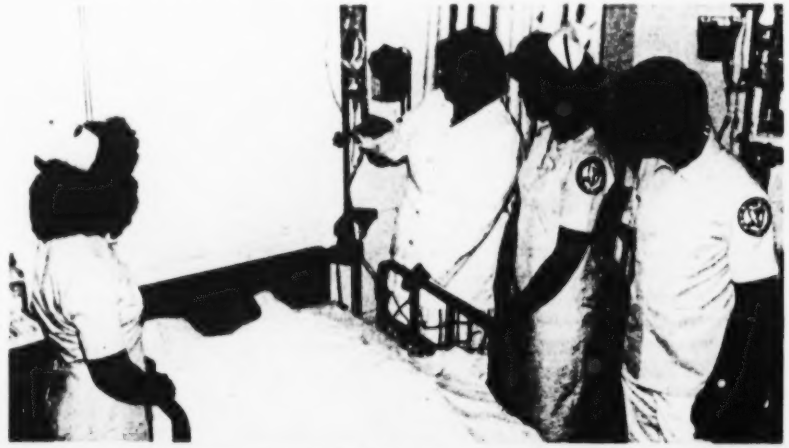
FOCUS: Rio Grande College and Community College, A Unique Marriage

Larry C. Ewing

Each edition the Journal *visits an Ohio two-year college campus. In this edition, Larry C. Ewing introduces The Rio Grande College and Community College. Located in central southern Ohio near the Ohio River, The Rio Grande College and Community College represents a unique marriage of public and private education, career and liberal arts training, and traditional and non-traditional students.*

The Rio Grande College/Community College campus represents a unique marriage of public and private education, career and liberal arts training, and traditional and non-traditional students. When the idea of combining a community college with an established private college was presented in the early 1970's, there was no precedent. But with cooperation from the Ohio Legislature and the voters of Gallia, Jackson, Meigs and Vinton counties, this relationship was formed and the pioneering partnership to serve students and the community became a reality in 1974.

Flexibility of programming serves the needs of the rural environment in the depressed area. Rio Grande's associate degree programs place a high priority on community service and career orientation. Those two goals merged in a unique fashion in the spring of 1987 when the college offered full tuition remission to unemployed persons residing in the community college district.



Beginning this summer, Rio Grande's Holzer School of Nursing will offer an innovative program designed to allow licensed practical nurses to take a fast track toward becoming registered nurses. The school's advanced placement track represents the college's ability to focus on educational programs with high potential for changing job markets and the evolving needs of employers.

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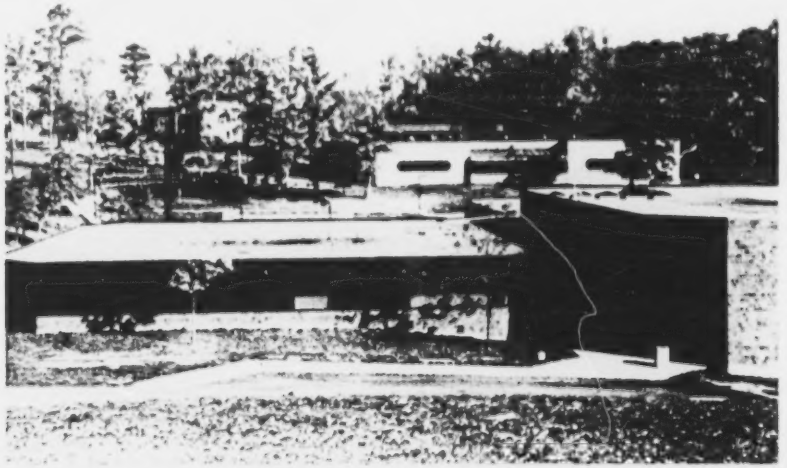
Because Rio Grande Community College exists in one of the poorest regions of the state, all School of Technology 1987 spring quarter programs were made available for free tuition, with no registration or institutional fees for eligible applicants. To be eligible, the prospective student must have been fully unemployed, and not attending college. Of the 66 students who entered the program in spring 1987, over 30 continue in the program and are enrolled for spring quarter 1988 classes. The college is currently working with OBES offices in Gallia, Jackson, Meigs and Vinton counties to offer a similar program of tuition remission for the unemployed this spring.

Innovative approaches to job market demands have become standard operating procedure at Rio Grande. Health service is one of the largest industries and most active employers in the community college district. Beginning this summer, a new program will allow licensed practical nurses to take a fast track toward becoming registered nurses. Rio Grande's Holzer School of Nursing, which received full accreditation from the National League of Nursing this academic year, developed the alternative program in reaction to the existing local, state and national shortage of RN's.

The recent production of "Out of the Red Brush," an original play based on a best-selling novel by a local author, has drawn statewide acclaim and financial support to Rio Grande. Since its original staging in October, 1987, the play has received full funding from the Ohio Arts Council and Ohio Humanities Council to allow statewide production of the play for non-profit arts groups. A bill honoring the play for its contribution in preserving southeastern Ohio culture is currently before the Ohio Legislature. Pictured here is the touring company of the play.

The nursing school's advanced placement track focuses on meeting the educational needs of existing licensed practical nurses seeking academic eligibility to take the National Council Licensure Examination for Registered Nurses. Students who meet admission criteria and are accepted into the nursing program will be required to take two transition courses which will be offered for the first time this summer.

Working in conjunction with the Board of Regents and other educational institutions, Rio Grande now operates a communication center of the Ohio Technology Transfer Organization, funded by the Ohio Department of Development. Through this computerized network of colleges and universities, up-to-date research information to help solve technical and management problems is made available for business and industry. Material from federal and state agencies also is distributed through OTTO centers, with a full-time coordinator at Rio Grande making certain it is utilized as technical assistance to regional small business and industrial groups. Through this network and other campus-based outreach programs, Rio Grande responds to existing and anticipated job market opportunities, as well as students needs. A vital part of the community college's ability to focus on educational programs representing high potential for changing job markets and the evolving needs of employers is the School of Technology.



The construction of three new buildings on the Rio Grande campus has been funded by the State of Ohio through the community college board since the inception of Rio Grande Community College in 1974. Those buildings include a math and science center, above, and a technical careers center, below. A new classroom building is currently under construction by the Community College Board of Trustees.

The school's philosophy maintains that many skills developed by our ancestors should be preserved and passed along to future generations. Courses are taught by some of the region's finest artisans and exemplify the heart of America's cultural heritage. The portrayal of the region's heritage has become a primary focus of the college's theater department. Each month, original scripts written by Ohio playwrights are featured during play reading circles. Each year, one of these scripts is selected for full-stage production in the fine and performing arts center. Last year, over 200 playwrights from throughout Ohio submitted scripts for consideration. The goal of the play reading circle is to encourage unproduced playwrights to develop new works and to find new scripts for production. The

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recent production of an original play, based on a best-selling novel by a local author, has drawn statewide praise and financial support. In October, 1987, Rio Grande staged "Out of the Red Brush," an adaptation of Jackson County native Kemit Daugherty's book about hard times at the turn of the century in a rural area of the community college district known as the "Red Brush Country." The book, which became a national best-seller in 1954, was adapted for the stage by Greg Miller, Ph.D., Rio Grande's director of fine and performing arts. It's production was accompanied by a public forum focusing on the social, cultural and historical distinctions of the region. The play has since received full funding from the Ohio Arts Council and Ohio Humanities Council to allow statewide production of the play for non-profit arts groups. A bill honoring the production for its contribution in preserving southeastern Ohio culture is currently before the Ohio Legislature.

In addition to the traditional continuing education programs offered by most community colleges, each summer Rio Grande works in conjunction with nearby Bob Evans Farms to present the School of Homestead Living. This unique educational experience provides an opportunity for students to learn early American homesteading skills.

Rio Grande's technical associate degree programs place a high priority on community service and career orientation. Those two goals merged in a unique fashion in the spring of 1987 when the School of Technology offered full tuition remission to unemployed persons residing in the community college district. All School of Technology spring quarter programs were made available for free tuition, with no registration or institutional fee for eligible applicants.

With its programs in place and its services now well established, the community college is embarking on a new program designed to encourage and increase access to higher education for the residents of southeastern Ohio. The project — funded as a part of Ohio's Productivity Improvement Challenge Program — sets as its objective an increase in the participation rate in higher education for southeastern Ohioans from families with no collegiate experience. The goal is to inform parents and students of the role higher education plays in improving the quality of life, and to explain that postsecondary education is both accessible and affordable at Rio Grande Community College.

Since its origin in 1974, Rio Grande Community College has utilized the expertise of its faculty, staff and advisory committees, as well as its specialized facilities and equipment, to develop a rich variety of programs designed to meet the needs of the local community. Through educational partnership with local business and industry, adult education classes, special tuition remission for the unemployed, and an approach to the arts that stresses local culture and talent, Rio Grande has developed programs which respond to specialized needs in order to facilitate the growth of resources specific to southeastern Ohio.

Larry C. Ewing
Director
Office of College Relations
Rio Grande College and Community College
Rio Grande, OH 45674

Abstracts of the Fall 1987 OATYC Conference Presentations

Every year the OATYC takes great pride in sharing the concepts and instructions offered during its fall conference. The following abstracts summarize all but two of the 1987 Conference presentations. The organization and its officers wish to thank each and every one who contributed in making the 1987 conference one of our finest.

Shifting Emphasis for the Future

The presentation emphasized management and communication skills in the two-year curriculum.

Although technology has become a major focus in our classes, educators need to address the training of the "whole" individual. Students not only need to speak and write well, but also need to develop the skills necessary for positive interpersonal relationships. In addition, students must learn good management skills through the use of effective time management and decision making.

Exercises incorporated communication and management skills into existing courses.

Carol C. Gigliotti
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Target Marketing: An Innovative Approach to Career Days

Target marketing involves adopting a marketing orientation which focuses on the needs of the consumer, employing this orientation to create a marketing plan for identifying and reaching specific groups of consumers (the target groups) and developing programs to meet their needs. This program (1) illustrated the use of the "target market" approach by describing a Career Day program which employed this approach; and (2) presented a unique approach to providing career information/education to high school students and guidance counselors. Participants gained an understanding of "target marketing"in relation to their institutions' needs.

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Mary Ann Frost
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William J. Ivoska
Director of Admissions
Michael J. Owens Technical College
Toledo, OH 43699

The Making of Women Leaders: Mentors, Models and Memoirs

The study attempted to identify those variables which differentiate women leaders from non-leaders. Three groups of women leaders were surveyed: (1) those selected by peers for induction into the Ohio Hall of Fame; (2) those who received Akron's Women's History Awards; and (3) those elected to local or state political office in Ohio.

A mailed questionnaire included the selection of 6 characteristics most descriptive of themselves and 6 characteristics least descriptive of themselves. The list of characteristics was obtained from the literature on leadership traits and was operationally defined for the respondents. The questionnaire also requested information on employment history, family background, identification with parents, role models, and mentors. Finally, they were asked to reflect on their lives in terms of achievements and regrets.

The study identified and taught those skills which help women to be more successful in leadership roles.

Velma Pomrenke
Division of Associate Studies
The University of Akron
Akron, OH 44325

The Role of Colleges in Improving High School Students' Writing: Two Case Studies

Recently, much national attention has been given to high school/college articulation. In Ohio, one prime focus of the high school/college connection has been on the early assessment of the writing skills of high school juniors. Through Early English Composition Assessment Programs (EECAP's), funded in part by the Ohio Board of Regents, high school teachers and college faculty have worked collaboratively to accomplish two goals: (1) to alert high school juniors to their strengths and deficiencies in writing before they leave high school so that intervention can take place before their senior year and (2) to improve composition instruction in the schools through in-service activities.

To accomplish the first goal, both Clark Technical College and Lorain County Community College have used holistic and analytical assessment tools to determine individual and general areas of weakness in student writing. To accomplish the second goal, the colleges have offered in-service activities for instructors on: Holistic/Analytic Scoring, the Writing Process, Responding to Student Writing, Peer Editing, and Writing Across the Curriculum.

The EECAP's at each college have yielded positive results on several levels. Because of early assessment, students have a clearer measure of their current writing abilities from two outsiders' views and have an impetus for working harder before the next school year. Their counselors can also help determine their course of study. Within the classroom, high school teachers can gauge general and individual needs to provide intervention. They also have the data necessary to modify and improve curriculum through revision of course content, lessening of teacher loads, and the establishment of writing labs. Perhaps the most successful aspect of both programs has been the interaction that has occurred between high school and college faculty.

The new focus on student writing and awareness of new approaches to teaching writing that have come as a result of Clark Technical College's and Lorain County Community College's EECAP's will have a positive impact on the schools long after the individual projects have ended.

Marsha S. Bordner
Chairman General Studies
Clark Technical College
Springfield, OH 45505

Mary Valentino
Instructor
English Department
Lorain County Community College
Elyria, OH 44035

Liberal Arts and Technology: Strange Bedfellows in a Workable Marriage

In August, 1983, The Michael J. Owens Technical College opened its doors to 187 students and entered a unique partnership with neighboring Findlay College.

The close proximity of Owens and Findlay College has resulted in a partnership which is mutually beneficial. Owens staffs and provides technical instruction and student services while contracting with Findlay College to provide general education instruction, library services, security services, custodial and maintenance services. In addition, Owens' students have the availability of residence halls and recreational facilities on the Findlay College Campus. A series of articulation agreements are currently being developed to further enhance the partnership and new program offerings are constantly being discussed in view of area need.

Kathleen Brubaker
Executive Director, South Campus
Michael J. Owens Technical College
Toledo, OH 43699

Ed Erner
Vice President of Academic Affairs
Findlay, OH 45840

The Role Play as a Teaching Strategy

The presentation consisted of a discussion of the relevance of students doing extended group competitive project assignments with peer review. Through use of the role play, students become both actor and audience, thereby having greater opportunity for contibuting to the course.

Martin Siegel
Associate Professor
Marketing and Sales Technology
The University of Akron
Community and Technical College
Akron, OH 44325

Criteria-Referenced Faculty Evaluation — Avoiding Rating Errors

The presentation helped participants identify types of evaluation errors which most frequently occur, and helped them to understand ways in which these errors can be minimized. Additionally, the importance of criteria-referenced evaluation were stressed. The presentation made use of video-tape modules, case studies, and group discussion.

Arthur R. Pollock
Professor
Social Science
The University of Akron
Community and Technical College
Akron, OH 44325

Stanley B. Silverman
Associate Professor
Social Science
The University of Akron
Community and Technical College
Akron, OH 44325

Computer Date Leads to Marriage: Mathematics and Engineering! (But what will become of the kids?)

The differences between the theoretical nature of mathematics and the practical nature of engineering have long caused the beginning engineering student to perceive these subjects as almost completely disjointed. This study described an experimental and innovative approach to the integration of first year mathematics, engineering, and computer programming courses. In this experiment, the freshman computer programming course was team-taught by a mathematician and a physicist, both from the engineering department. Lectures were delivered as carefully rehearsed dialog, with a fair amount of carefully planned drama, comedy and disagreement, creating a degree of student passion for both the issues and the material. Lectures, quiz questions, and programming assignments were selected, where possible, for their reinforcement of the mathematics being concurrently taught in both levels of freshman math courses, and most programming assignments were tailored to each student's engineering major. Although the sample is not large enough to allow control of all the possible variables, preliminary comparisons can be made. The data seems to show a dramatic improvement in student grades in mathematics.

John Bailey
Instructor
Clark Technical College
Springfield, OH 45505

Kylene Norman
Instructor
Clark Technical College
Springfield, OH 45505

Polishing Students' Professional Identity: A Cooperative Venture of Student Services and Faculty.

This program described a "Career Development" intervention aimed at the development of students' professional identities. Using this intervention as an example to explore the concept of student development programs designed and conducted in conjunction with the academic sector, participants gained an understanding of the concept of "professional identity" from student services and from an academic perspective, considered and discussed barriers that inhibit faculty/academic involvement in student development programs, and generated ways to involve faculty/academic administrators in programming from conceptualization to evaluation.

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South Campus
Michael J. Owens Technical College
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Bruce Ottens, Chairman
Dave Winters, Dean
Engineering Technologies
Michael J. Owens Technical College
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Creative Communication: Insight into Teaching-Learning Styles

Research has shown that how people learn best is determined by their individual learning style (June, 1923). This learning style is determined by the communication style of the learner. In order to achieve learning for all participants, teachers must incorporate a variety of teaching strategies that are directed toward different types of learners. To accomplish this, teachers must be cognizant of the communication styles of her students as well as have an awareness of her own communication style. The purpose of this presentation was to identify the various types of communication styles and discuss effective teaching strategies that can be utilized in the classroom to maximize learning for all students. An adaptation of the Myers-Briggs Type Indicator Scale was used as a basis for this discussion.

Karen R. Booth
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Michael J. Owens Technical College
Toledo, OH 43699

Mary L. Thibault
Professor
Michael J. Owens Technical College
Toledo, OH 43699

Facing the Future: Issues of Death and Dying

The interdisciplinary Death and Dying course at The University of Akron is designed to meet several student needs. As an introduction to academic perspectives on the subject, the class supplements the general education of the students. The course also focuses on the personal concerns of the students. It allows students to explore their own values, feelings, and attitudes toward death. The course relies heavily on experiential learning to achieve this goal. Community resources, audiovisual material, group exercises, journals, and projects are used to promote student involvement. The class gives students the opportunity to acquire skills which they can use when interacting with dying or bereaved persons. A survey of former students in the class demonstrates that these students perceive this educational experience as valuable. They are able to use the knowledge, skills, and awareness gained in the course in both personal and professional contexts.

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Division of Associate Studies
The University of Akron
Akron, Ohio 44325

Debra Weber
Assistant Professor
Division of Associate Studies
The University of Akron
Akron, OH 44325

Faculty Evaluation as a Tool for the Improvement of Instruction in the Two-Year College

The presentation discussed the implications of faculty evaluation systems that are designed to improve teaching vs. systems designed to achieve ratings or rankings of faculty for promotion, tenure, retention, and merit increases. It explored the concept that the instructor can only be held responsible for that over which the instructor has control. Effective teaching is that which results in effective learning by students. A faculty evaluation system should encompass self-evaluation, student rating, peer evaluations, and supervisory evaluations, with appropriate checks and balances. The pro and con of these system elements were fully explored, leading to audience participation and discussion.

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Professor, Technical Teacher Education
College of Education
Univeristy of Akron
Akron, OH 44325

Linda M. Sugarman
Asst. Prof. Accounting
College of Business Administration
University of Akron
Akron, OH 44325

Right Brain View of Twenty Years in the Future

The presentation attempted to show the opportunities for maximizing learning by utilizing the other or right side of the brain. Attempts were made to show how an awareness of what the future holds, requires us to use both sides of the brain, and to begin utilizing more right brain thinking.

The discussion included handouts on various specializations of the brain and their implications. The practicality of these results on our own personal and professional lives was demonstrated. Emphasis was placed on those learning styles that will enable us to make full use of the 21st century. A great deal of emphasis was placed on the role of women. The main concentration was on the process rather than the results so that our mind and brain become the entry points for the new age of the future.

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Campus Child Care and the College: A Partnership

Providing campus child care has become an issue of heightened relevance to both those postsecondary institutions faced with declining enrollments of the traditional student age population and those presently serving a large number of re-entry women students. Owens College has initiated a program to meet the child care needs of its student population, staff and faculty. The mission and challenges for campus child care, what directors do as well as their concerns and issues, and how centers relate to teaching services and research mission of colleges and universities were addressed.

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Providing Learning Assistance to Meet the Needs of Many: Project SUCCESS and Project BUILD

Providing a wide array of academic assistance opportunities to a diverse academic population is the goal of the learning assistance effort at The Ohio State University's two-year school, The Agricultural Technical Institute. Programs for those students with learning differences are provided at The Agricultural Technical Institute. The idea of matching cognitive learning methods with individuals has proven a success. Project Build and Project Success help students adjust to academic situations.

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Multicultural Education within the Community College

The Institute on Human Relations was established in 1985 to fulfill the Cuyahoga Community College mission statement. Several programs have been developed to institutionalize human relations both in the College and in the community. The Martin Luther King Youth Leadership Institute trains juniors and seniors from Greater Cleveland high schools in intergroup communication and leadership skills. The North Coast Conflict Resolution Network seeks to train teams to reduce conflict in business, public service, and educational sectors. The Human Relations Resource Center provides visual and print resources for research and community programs related to religious, ethnic, racial, gender, age and disability differences. A Brown Bag lecture series provides human relations topics for students, community groups and college personnel. Curriculum development for a Human Relations major provides a credit path for improving human relations skills. Workshops and conferences provide flexibility to present special topics and interests.

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Infusing Thinking Skills into Classroom Instruction

Because many students entering college are weak in cognitive skills, they not only need instruction and training in how to extract the information they read, research and study, they also need to be *shown* how to use a systematic process to learn from their materials.

Critical thinking skills can be elicited through teaching strategies and exercises that engage students in such thinking processes as: inferring, sequencing, relating, classifying, organizing, predicting, confirming, questioning, analyzing, synthesizing, imagining, problem solving, and evaluating. For example, one strategy is to model an internal dialogue, a skill basic to critical thinking. An internal dialogue demonstrates several important skills: raising questions, breaking up a complex concept into components, drawing on prior knowledge, and transferring complicated concepts into examples. The important result of this thinking process is the development of the students' comprehension and critical thinking skills.

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Athletic Programs in Ohio Two-Year Institutions: A Neglected Tool for Student Recruitment?

Dennis Smith

In an effort to increase or to sustain enrollment levels, colleges have committed increased amounts of operating resources to a variety of institutional marketing and enrollment management enterprises. Marketing the two-year college as an attractive campus with a dedicated faculty and a supportive learning environment is fairly representative of a type of enrollment management strategy employed by institutions to attract students to the campus.

The primary goals of institutional marketing typically include increasing the identity of the college within the local community and increasing the awareness of potential students of the degree programs and student support services available at the college. One way to accomplish these goals is to highlight the student-life program available and the promotion of a theme of educational and personal development can increase the institution's marketing impact and subsequent student recruiting efforts. As a part of a viable student-life program, an athletic program presents the campus with a number of marketing and student development opportunities that often are overlooked in campus strategic planning. With prior planning and coordination of college support resources, a campus athletic program can make a positive contribution to student recruitment and retention activities.

Several ways in which college sponsorship of an intercollegiate athletic program can aid marketing efforts include helping to enhance an institutional identity in the immediate community and among high school students by bringing community members to the campus as spectators in athletic contests, renting campus sport facilities to community organizations, and maximizing free public

ity the campus can receive through the sports media. In each case, the goal is to bring community members and their families in closer touch with the college programs and services. In doing so, new target markets are opened to campus marketing and student recruitment activities.

In the area of student retention, one important objective is to provide activities and opportunities for social interaction. Participation in college sponsored activities provides students the opportunity to develop new social contacts that makes it easier for students to adjust to the college environment; using the athletic programs as a focal point for involvement can ease some of the difficulties of transition.

A successful and well-administered intercollegiate athletic program presents a number of marketing opportunities for the institution among traditional age students and it can also serve as a basis for marketing the college identity to a variety of other community target markets. To capitalize on external and internal marketing opportunities, the following activities can be incorporated into the institutional marketing plan:

External

- Publish and distribute to high school students a college athletic brochure publicizing campus athletic facilities and educational/student-life opportunities available at the institution.
- Invite and/or involve special interest groups in the community in athletic events; e.g., community service organizations, senior citizens, high school service groups, human service organizations, etc.
- Maximize free publicity for college activities in local media through timely and consistent reporting of athletic contest results.
- Sponsor an annual college breakfast or luncheon for athletic directors of local high schools. Campus sponsorship of luncheons for high school counselors and administrators in an ongoing marketing activity and the invitation list should be expanded to include high school faculty with athletic administration or coaching responsibilities. These faculty have a role that enables them to have a strong influence in the lives of many high school students and they can be supportive of the campus if they are more aware of what the two-year institution can offer.
- Use radio or cable television to broadcast athletic contests to the community. The public affairs office should coordinate the broadcasts and use air time to high-light faculty, degree programs, career opportunities or campus activities.
- Hold scholarship drawings for students at selected home athletic contests. A scholarship drawing encourages student attendance and presents publicity opportunities for community donors to gain public recognition for their support of the college scholarship programs.
- Publicize the participation of athletes from area high schools in their community or high school newspapers.
- Involve student-athletics in representing the campus at college nights or public school recruiting visits.

Internal

- Maximize student involvement by coordinating student-life programs and athletic events; e.g., build pizza parties, dances, etc. around athletic contests. Invite high school students interested in the college or community visitors to games and social mixers.
- Use the athletic program as a catalyst to draw facutly and students closer to student-life activities.
- Involve Student Senate leadership in athletic team and social mixer planning and promotion.
- Include the leaders of student organizations in planning and organizing the guests of the campus at athletic contests.
- Support student leadership in sponsoring alumni participation in sporting events. Participation of alumni can help build a job network for current students and increase scholarship support from graduates.

A survey of two-year institutions in Ohio shows a wide variety of athletic programs offered by campuses during the 1987-88 academic year. (See Table I.) Through a telephone survey conducted in September, 1987, institutions reported that the number of athletic programs offered has declined over the past decade, with cost cited as the most common reason for program cancellation. Campuses that support athletic programs tend to offer team sports that are also offered at institutions located within reasonable travel distance.

TABLE I
Athletic Programs in Ohio Two-Year Institutions

Two Year Institutions	Sports Programs Offered 1987-88											
	Baseball	Basket Ball (Women)	Basket Ball (Men)	Bowling	Cross Country	Golf	Soccer	Softball	Tennis	Track Field	Volley Ball	Wrestling
Belmont Technical College[a]	No Program											
Central Ohio Technical College	X	X	X			X			X			
Cincinnati Technical College[b]			X									
Clark Technical College		X	X			X					X	
Columbus State Community College	No Program											
Cuyahoga Community College[b]	X	X	X	X		X	X			X	X	X
Edison State Community College[b]	X	X	X								X	
Hocking Technical College	No Program											
Jefferson Technical College	No Program											
Lakeland Community College[b]	X	X	X				X	X	X			X
Lima Technical College[a]	X	X	X			X			X		X	
Lorain County Community College	No Program											
Marion Technical College[a]	X	X	X			X	X		X	X	X	
Muskingum Area Technical College[a]	X	X	X								X	

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North Central Community College	No Program									
Northwest Technical College[b]	No Program									
Owens Technical College[b]			X							
Rio Grande Community College[c]	Var. Program									
Sinclair Community College[b]	X	X	X		X		X	X		X
Southern State Community College	No Program									
Stark Technical College	No Program									
Terra Technical College	No Program									
Washington Technical College	No Program									
Shawnee State University[b,d]		X								
Community & Technical College[e] (U. of Toledo)	Var. Program									
Wayne General & Technical College			X		X					
Firelands Campus			X							
Raymond Walters General & Tech. College	No Program									
Clermont General & Tech. College	No Program									
OMI College of Applied Science (U. of Cin.)	No Program									
University College[e] (U. of Cin.)	Var. Program									
Ashtabula Campus[f]	X	X	X	X	X			X		X
East Liverpool Campus	X	X	X		X			X		X
Salem Campus			X		X			X		
Geauga Campus				X	X					
Stark Campus		X	X							X
Trumbull Campus	X	X	X		X		X			
Tuscarawas Campus	X	X	X		X			X		X
Hamilton Campus		X	X		X					X
Middleton Campus	X	X	X		X			X		X
Lima Campus	X	X	X		X			X		X
Mansfield Campus	No Program									
Marion Campus	X	X	X		X	X	X	X	X	X
Newark Campus	X	X	X		X	X		X		
Agricultural Technical Institute (OSU)	No Program									
Chillicothe Campus		X	X		X			X		
Ironton Campus	No Program									
Lancaster Campus		X	X		X			X		
Zanesville Campus	X	X	X							X
Western Ohio Branch Campus		X	X				X			X

SOURCE: Institutions taken from Ohio Board of Regents Directory, 1986

Athletic program data gathered by telephone survey September, 1987

[a]Students can participate on branch campus teams.
[b]Institution is a member of The National Junior College Athletic Association (NJCAA).
[c]Students have opportunity to participate on 4-year college varsity athletic teams.
[d]Last year of competition in NJCAA, women's basketball only.
[e]In 1985 report on Kent State University branch campus athletics project consultant, Dr. Annie Clement noted, "The regional campus athletic program is not an athletic program. It does not meet NCAA requirements. Therefore, a student could play for a regional campus and maintain his/her four years of eligibility for another institution." *Kent State Regional Campus Evaluation: Physical Education, Intramurals, and Athletics.* Annie Clement, June, 1985, p. 42.

The number and type of sports offered for men and women are influenced by several factors: the type of institution; the kind of institutional athletic affiliation; amount of financial support devoted to athletics; and fluctuation of the interest level of students, particularly in women's sports.

In comparing the data reported, it appears that the type of institution has an impact on the number of types of athletic programs offered. For example, very few technical colleges support intercollegiate athletics, while university branch campuses and community colleges tend to offer a variety of sports for men and women.

Community colleges and technical colleges with athletic programs hold membership in the National Junior College Athletic Association (NJCAA). Member schools of the NJCAA must abide by the eligibility rules of the association and teams are eligible to compete in regional/national junior college tournaments at the conclusion of the respective sport seasons. NJCAA schools can provide athletic grant-in-aid to student athletes, whereas university branch campuses are not members of NJCAA and do not provide athletic grant-in-aid. Branch campus teams may or may not be part of a conference, and they have the option of competing in state tournaments restricted to branch campus teams. Despite variations in institutional size, athletic affiliation and degree of program support, teams from the various two-year institutional types compete against one another during the respective sport seasons.

While the number of athletic programs in Ohio two-year colleges has declined, a number of institutions support both men's and women's sports. In doing so, a variety of opportunities for promoting the institution and its academic or student-life programs are created; but unless these opportunities are recognized and become a part of the institutions marketing strategy, many of these marketing opportunities are lost.

These suggestions are offered as a basis for aiding the college in expanding its marketing opportunities. With planning coordination of existing resources, the college can use an athletic program to increase community awareness of the campus and to provide increased opportunities for students to identify with their new educational environment.

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Collaboration: Nursing Service and Nursing Education

Esther O'Dea

Faculty in many health professions share concerns related to the students' transition from the educational environment to the work setting. As a result, each profession has approaches to its specific concerns which are designed to promote a smooth transition for the practitioner from student to worker. Within nursing, collaborative efforts between nursing service and nursing education remain a concern in facilitating the new graduate nurse to move easily from learning to practice. In nursing for the benefit of the newly graduated nurse, some cooperative efforts and approaches are recommended to increase collaboration.

Although collaboration between those who educate future practitioners to provide nursing care and those directly responsible for the provision of nursing care seem like a logical assumption, this is not the general situation that prevails. Historically, nursing faculties have divested themselves of direct responsibility for the quality of nursing care provided in hospitals and other health care agencies used for student learning.

In the early twentieth century, hospital schools of nursing were the only agencies responsible for educating nursing students. These hospital schools were

headed by the same individual who also directed nursing care in the clinical setting. Students staffed the hospital, and the only graduate nurses on staff were the supervisors, and perhaps some head nurses. In this situation service was primary; education, secondary. Thus neither faculty nor administrators were attached to the practice setting and faculty were largely uninvolved in nursing practice. A second factor which influenced the present dichotomy was that the individual who was responsible for a hospital based nursing education program and nursing for nursing service was experiencing increasing administrative demands. A third factor, which occurred in the early 1950's, was the establishing of associate degree (AD) or technical nursing programs in collegiate settings, primarily community colleges. These programs, although not associated with a hospital, need to use the hospital as a clinical base for nursing education.

As nursing education has moved away from the hospital-based programs to collegiate settings, faculty have become "guests" in the hospitals and agencies in which nursing students have opportunities to apply knowledge of nursing. As guests, faculty have not generally sought opportunities to maintain and enhance their own clinical expertise with a view toward improving practice and improving education of students.

Within the past 20 years, nursing leaders have been increasingly concerned with the impact this dichotomy and its surrounding circumstances are having on the quality of nursing care. As a result, actions have been taken to unify nursing education and nursing service in a common endeavor to provide optimal standards of nursing care. Such unification would benefit both the recipient of care and the learner; and faculty would assume increasing responsibility for the quality of nursing practice observed by students as well as for the learning opportunities provided for the students.

Collaborative efforts between nursing education and nursing service are seen as important for the following reasons: Nurses must work together to provide the best possible quality of nursing care; unification and collaboration will further provide an exemplary learning climate for nursing students; collaborative efforts may also serve to promote nursing research; collaboration may assist in resolving problems of supply and demand for nurses; interdependence may promote quality nursing care as essential to providing an exemplary learning environment for students. In addition, opportunities for continued learning are necessary to develop high standards of nursing practice and a stimulating learning environment for nursing staff.

While there are many foci which can be drawn from these general reasons for collaboration and unification between nursing service and nursing education, the focus here is how the lack of collaboration has affected the nurse as she moved from student to new graduate. The lack of unity has led to the difficulty the graduate has in coping with the reality of the work setting, resulting in such problems as high turnover, job dissatisfaction, increased orientation time, inability to set priorities, and the practice of nursing being carried out as a task approach rather than a holistic approach. Therefore, a major goal of unification with reference to new graduates becomes how to facilitate their socialization into the practice setting with a minimum of stress and a sense of fulfillment.

In a 1974, research project, Kramer and Schmalenberg labeled the poor socialization as "reality shock" and characterized it as a feeling of helplessness, frustration, and dissatisfaction. This concept is further defined as the reaction to the discovery that school-bred values conflict with work-world values. They further reported that the resolution of this conflict must be growth-producing to allow the nurse to make the transition, to contribute to the improvement of nursing care, and to achieve fulfillment in the nursing profession.

What are some of the influencing factors of this dilemma? Among the factors cited are the lack of role models for the nursing students — they do not see their faculty practice nursing. Further, lack of collaboration leads to anxiety for the graduate and does not maximize opportunities to provide quality nursing care; the use of scarce professional personnel is not maximized; and the nursing profession is not united in a common purpose.

According to the research reported by Kramer, the central reason for shock-producing situations and behaviors is the professional-bureaucratic conflict. This conflict with its lack of role transition centers around the work system itself and its role expectations and the educational system with its role expectations. Growing out of the professional-bureaucratic or education-practice conflict is the lack of socialization of student nurses for their role in the practice setting.

The nursing literature since about 1970 has reported the problem of lack of collaboration between nursing service and nursing education with its resulting concerns to the profession and to the new graduate. Since that time, numerous articles as well as books have been written on this subject which reflect identification of the problem and ways to approach the dilemma. Three primary areas emerge as potential solutions to the identified problem. Underlying each is collaboration or unification between nursing service and nursing education. These three unification approaches are teacher/practitioner role, socialization of student nurses, and preceptor programs.

The first unification approach — the teacher/practitioner role — has three outstanding models: the University of Florida plan which was established in 1959 by Dr. G. Smith, a model established at Case Western Reserve, and a model established by Dr. L. Ford at the University of Rochester in 1974. These models exemplify the unification of nursing education and nursing service where the faculty has the dual role of practicing nursing and teaching nursing.

The second of these unification approaches is the professional socialization of nurses as they move through the educational environment and subsequently become graduates who are employed in the hospital setting. Socialization to nursing practice is perceived as the complex process by which a person acquires the knowledge, skills, and sense of occupational identity that are characteristic of a member of the profession. It involves the internalization of the values and norms of the group into the person's own behavior and self-conception.

The third approach to unification and collaboration between nursing service and nursing education grows out of the need for professional socialization of the neophyte nurse. In essence it incorporates the concept of socialization. This approach is the development of internship or preceptor programs which incorporate the concept of socialization in that they are planned collaboratively to assist the student in the transition into practice for the ultimate goal of providing quality patient care. Through the socialization process the new graduate develops a strong commitment to act in the best interests of the patient and internalizes the values and behaviors of being autonomous in nursing practice. It further reduces the experiences of reality shock due to unexpected abrupt change in values, norms, rewards, and sanctions.

As discussed in the nursing literature, the preceptor program are of two types. One type of program is planned collaboratively and occurs while the student nurse is in the last year of the education program and during the final months preceptor programs are implemented. The second type of preceptor programs occurs under the umbrella of orientation as the new graduate enters the work world. The commonalities of these two programs include a one-to-one relationship with a staff nurse, use of social systems theory to facilitate role transition, and the use of group dynamics to establish interpersonal competence

in the work setting with patients and with co-workers. Inherent in the one-to-one relationship is the further refinement of technical nursing skills and an understanding of agency procedures, as well as the refinement of diverse clinical skills and understandings necessary for one to integrate with the new environment of work.

The evaluation of these programs indicates that they assist the newly graduated nurses to work through feelings about the disparity between what they learned in school and what they observe in the real world of nursing. In doing so they increase awareness of their own values and those of others in the agency and they learn constructive ways to deal with with the conflict they are experiencing. Such programs promote healthy adjustment to the work environment and the internalization of professional values and behavior.

Some disadvantages of preceptor programs include high demands on preceptors' time, inadequate rewards for preceptors, and difficulty in evaluating students. However, some of the advantages for the new graduate are reduced stress, increased confidence and competence, and job satisfaction. The advantages for the graduate also accrue benefits for the agency such as decreased staff turnover and orientation time, increased job satisfaction, increased holistic approach to nursing, and professional autonomy.

Guidlelines which can be used in developing a preceptor program for associate degree nursing students during the final months of their program center around three general questions: What is to be accomplished? How is it to be accomplished? What are the expected outcomes? Within the framework of these questions, guidelines include the following: determine need, establish a plan, obtain a commitment from all involved, establish goals and objectives, describe role responsibilities, provide for orientation, implement the plan and evaluate the plan.

SUMMARY

A frustrating and much talked-about topic in the recent history of nursing has been the problem of socialization of the new graduate. A variety of approaches have been identified to address this concern. While these models have some commonalities, the overriding concern is the provision of quality patient care. The focus of this discussion has been on the preceptor programs and how such programs assist the student to make the transition from the general role of education to specific role of work. The benefits of these programs are seen in the integration of socializing behaviors of the new graduate as they become acclimated to the work world, and benefits to the agency in decreased turnover and in quality patient care outcomes. While evaluation of these programs needs to be continued, evaluations reviewed indicate that such programs are successful in the socialization of new nurse graduate to the nursing practice role.

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The Fourth "R"

John Rich

The emphasis in education in the 80's is to get back to the basics, mainly having students spend more time on the "3 R's." I would like to add a fourth R to this emphasis — REASONING. Teaching first and second year college students how to solve problems in physics, electricity, and electronics has given me insight on the deficiencies that our young people have in problem solving. Throughout high school, middle school, and elementary school students spend too much time in math and science doing rote learning and not enough time in developing a logical thought process for problem solving. To solve a problem, the process becomes one of trying to remember some of the equations or examples that the students had previously covered. Students immediately pick up the calculator. To them, the problem can be solved by plugging numbers into some equation. Of course with memories as they are, this becomes an exercise in futility and they quit in frustration.

It is not concepts that students are making notes of in their notebooks or textbooks. They are highlighting the formulas that are printed there. This rote learning concept of math and science is one that is deeply ingrained in all — from the moment one enters grade school until he or she comes out of high school. It is a process that is very difficult to change. I have two daughters that are in elementary school and I can see this pattern developing with them already. The arithmetic exercises that they do are treated as the end result; getting the answer is the purpose of the problem and the solution becomes one of remembering how it was done before. If done enough, the student will remember the process. Then, when faced with another at a later date, he or she can repeat it. However, if the problem is now changed slightly so it does not fit the remembered process, then how does one solve it?

Science education is approached by the same procedure. Science in the elementary grades is studied by remembering when Albert Einstein was born and all other trivial pursuit information. Knowing dates of events and how they fit into history is an important part of education, but it must come after one has an understanding of what science is. The trivia is too often a substitute for not knowing what else to do. With this kind of background the student is coming into college courses with no idea how to solve a problem with the "tool kit" of knowledge he or she has collected through the years of school course work. To the student solving a problem is finding the right equation and plugging in the numbers on the calculator. Often my comment to a student when I see this process is that a problem is not a problem if one already knows how to solve it.

Where does education go from here? I think the first step is to de-emphasize the rote process of math and science learning in the 3rd and 4th grades and continue to do so throughout high school. To do that, teachers must break the circle of those teachers who have gone through the same process *as* students and who are now teaching this same process to *their* students. As is so often the case, math and science are being taught by teachers that were not overly enthusiastic about those subjects themselves. This attitude is then passed on to students through their teaching procedures. Secondly, high schools and colleges should develop courses that use the scientific and logical thinking processes in problem solving. Teachers need to develop students that can reason.

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PLUS ONE

Scholars Working with "Found Objects": Humanities Research Projects

Eva Thury

*According to Eva M. Thury, Assistant Professor, Humanities and Communications, "Most humanists are not willing to dedicate as much of their energies toward working with computers. They will continue to work in time-honored ways. Fortunately, many institutions have recently developed programs that introduce humanists to computers and provide them with the support they need as they learn to use them. Only the future will reveal the use to which these entirely new kinds of found objects will be put by teachers and researchers." Permission to reprint "Scholars Working with 'Found Objects': Humanities Research Projects" (*Academic Computing,*December 1987, January 1988) was granted by Academic Computing Publications, Inc.*

When it comes to computer usage, humanities projects are often built, like collages, from found objects. Think of a work made of driftwood, shells, pieces of paper. The artist may add some drawings to tie the pieces together but his main contribution is the arrangement and selection of the elements. Humanities scholars piece together a complete system from bits and pieces of hardware, software, and data.

Some of the synthetic nature of humanities projects is caused by financial limitations. But even when money is available, humanists often wind up putting together a project from material designed with other goals in mind. Increasingly, however, such projects are becoming more flexible and imaginative "structures," as institutions support such work with programs offering a wide variety of resources and advice on how to assemble them. In addition, new products are allowing scholars who do not know programming, or who do not want to do much programming, to design computer systems for research and teaching.

I first began to notice the ad hoc nature of humanities projects three years ago when I became director of the Milton Latin Concordance Project. The project budget of $91,000 was small considering that Milton wrote nine volumes of Latin prose, none of which had yet been typed in to be computer-readable. An additional problem was that since Latin is an inflected language, each word has many forms that don't resemble each other. Each word would have to be reduced to its root so that the concordance could present all the forms together: The process is known as lemmatization.

Although software already existed for some of the task I needed done, there was no comprehensive system that would do everything. So, I pieced together my project from a variety of hardware and software. Instead of data entry by typists, I contracted for the use of a Kurzweil data entry machine. From this, I got a tape which had to be read by the tape drive of a mainframe computer.

Any data entry method needs proofreading, especially when it is performed on Latin text. Again, the best way to do this was to use already existing software. I downloaded my nine volumes of Milton to 3.5 inch disks to proofread it with *Mac-write* on an Apple Macintosh. Why? Time on the Macintosh was free, and it was easy to use so that the Latin scholar who worked with me, who was no computer expert, would not founder on the mechanics.

The next piece was a lemmatization program from the Laboratoire d'Analyse Statistique des Langues Anciennes (LASLA) in Liége. It had taken Louis Delatte and his colleagues twenty years to perfect this program: I was very glad I didn't have to write my own. For use of this program, I again uploaded my text to a mainframe. I wrote some programs to produce the old punch card format the program called for.

The output of the lemmatization program also needed proofreading, but it was so large (one to twelve lines per word)that it couldn't be done on a Macintosh. So my programmers wrote an editing program to run on Drexel's PRIME minicomputer; again, because time on it would be free.

The final stages of the project, still incomplete, call for the shift from the PRIME to an IBM mainframe for use of the *Oxford Concordance* program. The project would have been simpler if I had not had to adapt my "data" to the variety of formats and restrictions imposed by the various found objects I incorporated; but it would have cost many times its present budget, and it would have taken decades.

In the universe of humanities projects, the Milton Latin Concordance is a tiny effort. However, even very large undertakings in the humanities end up being built from existing pieces. In 1981, Bob Morrissey of the University of Chicago founded a project to create a complete data base of the French language. The project was prompted by the existence of a major found object, the *Trésor de la Langue Francaise*, a computer-readable version of an unabridged dictionary of the French language from 1789 to the 20th century. Morrissey negotiated for this vast body of material and wanted to make it available as a database that could be searched and manipulated by scholars, both online and offline. He wanted scholars to be able to create concordances or other studies of the language of any or all of the 1,600 texts in the database.

Morrissey brought a complete copy of the data base to the University of Chicago. However, a large database of text is unwieldy and virtually inaccessible without a series of programs to make access and manipulation easy. Fortunately, such a group of programs had recently been written by John Smith for his work on James Joyce. Morrissey acquired the programs and John Smith came to Chicago to install them and modify them for their new purpose. The project was soon up and running because it had been created from found objects.

Sometimes a humanities project grows slowly while the people working on it develop their expertise at working with their materials. By the time the project has expanded, its directors must learn to work with the limitations of the original conception. Brown University's David Herlihy developed a study of the Florentine census of 1427. The ten-year project, sponsored by the NSF and Centre Nationale de Recherche Scientifique (CNRS) in France, produced a computer analysis of this census of the city of the city and countryside of Florence.

As a research project evolves, some scholars become more involved than others in its computer aspects. Herlihy, who was at the University of Wisconsin when the census project began, decided to study programming and keypunching at the Madison Vocational School. "I felt I wasn't in command of the situation unless I knew [programming]. Historians hate to get involved in things they don't control."

Herlihy first wrote a FORTRAN program to manage his data. "After a while, I learned enough to realize that FORTRAN doesn't manage alphanumeric figures well, so I switched to (compiled) BASIC. BASIC is really very good at work with texts. I just picked it up when I got a micro. I bought one made by Ohio Scientific because it was the first one to have a hard disk.

Then I downloaded stuff from the census. I immediately encountered a new problem. My files were actually lists of names. Now a Florentine name is often quite complex, consisting of name, father's name, grandfather's name and family name, if any. Entry files carrying names are of different lengths, I learned that if you want fast access to your database, you need same length fields in MS-DOS BASIC. I'm now contemplating a shift to Waterloo BASIC which lets you access varying length files quickly.

"There were other things I learned as I was developing the project. For instance, we weren't satisfied with the design of the record. We had put in only the names of the household's head, not the members of the family. For them we recorded only sex, age, marital status, and relation to head. There are things we can't study from the data base, as a result."

The limitations of the first data structure in part determined the shape of the new project Herlihy is now working on, a longitudinal study of officeholders only, from 1328 up to the end of the republic, 1530. The second study requires adding to and subtracting from the original database but does not require scrapping the original structure of a record. In Florence at this time, offices were filled by lottery every two years. The records in Herlihy's new database make it possible to reconstitute the careers and the life-cycles of Florentines.

In the course of developing the Florentine census project, David Herlihy has become, in a modest way, a computer hacker. He is in good company. Some scholars prefer to "build their own" materials from scratch because they are hackers. And some wind up crossing over, becoming computer people as much as or more than they are purely humanists. One good example of such a hacker is classicist David Packard who has built Ibycus, a microcomputer for use in scholarly analysis of ancient languages. Ibycus has become the ultimate found object for scholars in Classical Studies. The machine allows word processing in a variety of ancient languages:Ancient Greek, Hebrew, and Coptic are built in. Ibycus also contains a variety of programs for sorting, concording, and comparing text.

Packard first became involved with computers in 1965 in the course of his doctoral studies at Harvard. He began with programming an IBM 7094. "I learned that a serious computer project can demand an intense involvement with technical matters having little relevance to philology." Packard was, at the time, working on a computer with Latin, Greek, and Minoan. "Perhaps because this combination of interests seemed unusual at the time, I received a postdoctoral fellowship with IBM." During that fellowship, he used the computer to produce a concordance to the works of the Roman historian, Livy.

Soon Packard was teaching others. In 1969, he ran a Summer Institute in Computer Applications to Classical Studies, sponsored by the American Philological Association. The experience showed him that, aside from a few exceptional souls, classicists weren't going to become computer programmers. In 1972, Ted Brunner started the TLG, a vast database of all literature in Ancient Greek. But Packard remembered his earlier experience with teaching scholars programming and asked himself whether the average scholar would benefit from the database. He also knew that "University computer centers did not offer a favorable environment for work in the classics, and they seldom provided any services at all for those unable to write their own programs." A particular case of this, in Packard's view, was what he viewed as the unfairly high cost of disk storage at UCLA. In 1979, it would have "cost $1,700 to keep the text of Plato online for a year, and yet the total purchase price of an equivalent disk drive scales to about $725!"

At the same time, the cost of small computers and hard disks was decreasing rapidly. In 1974, Packard, now at the University of North Carolina, Chapel Hill, built the first of a series of systems especially designed for philological work: the system, called Minotaur, used an HP 21 MX. Later machines, called Ibycus, used an HP 1000 series processor. The latest of the series is the Ibycus SC, built by Packard on a 68000 series processor and designed to work with a compact disk (CD ROM) containing the TLG database.

As Packard configured or built the machines, he wrote programs for them: first, CAI exercises to accompany Greek courses, and then programs that permitted rapid searching and manipulation of text files. But he soon realized that the system would still be limited unless he incorporated a high-level language. He invented Ibyx, a structured language especially designed to make text manipulation easy. In the course of his efforts to help others do research in classics, Packard went from being a scholar using the services of computer centers to a computer designer who built the machine he needed.

Such cross-over scholars start by working on one project and devoting all their efforts toward the production of resources—found objects—for humanists. Cross-over scholars are not limited to Classics; however, John M. Smith, whose programs Morrissey used in ARTFL, shifted from English to computer science, Smith's PH.D. thesis at UNC was an analysis of large concentrations of images in Joyce's *Portrait of the Artist as a Young Man*. This work was published as Imagery in the Mind of Stephen Daedelus, Bucknell U Press, 1980. Smith wrote a series of computer programs to store and manipulate the text and to look for clusters of images,Ph.D. in hand, he went to his first job at Penn State. In recognition of his newly found expertise and interests, the appointment was half in English, half in Computer Science.

At Penn State, Smith began a process of generalizing the tools he had invented that resembles the path followed by David Packard. He took the programs he had used for his own work and used them as the basis of Random Accessible Text System (RATS), a set of utility programs that could be used to write special purpose programs. Contrary to the norm at the time, RATS ran interactively, not as batch processing. The program was written in PL/I and ran on an IBM 360. It permitted definition of free data types and freed users from limited memory on a disk. It broke text into words and built it into an inverted file structure. The result was a lexicon of words and their frequencies, accessed by pointers.

But Smith, like Packard, suspected that scholars did not want to be programmers, so he wrote ARAS, Archive, Retrieval and Analysis System as a system designed for end users who did not know programming. ARAS ran on an IBM mainframe under CMS. It was based on a thesaurus of key words and concepts, and it had the same utilities as RATS. The program had a flat response: It performed any search in a uniform amount of time, no matter the size of the document being searched.

In 1984, Smith returned to Chapel Hill, this time with a full-time appointment in computer science. He had completed the cross-over. At UNC, he continued to work on the ARAS idea, this time creating Micro-ARAS for the PC AT. The new program is written in C and has the features of the older program, but it also permits the creation of a database of documents any subset of which can be studied, e.g., a scholar can study all the novels of Virginia Woolf collectively or just those written after a certain date.

But Smith now operates in a very different environment than he did when he was involved in humanities research. "I don't work alone, but with a dozen people. When I was in English departments, I worked alone."He works in a

group, which includes Marcy Lansmann, a cognitive psychologist; Jay Bolter, a classicist: Steve Weiss, a computer scientist; a full time research associate; five or six research assistants; and two or three Ph.D. students working on projects.

Until recently, the work Smith did was funded only by released time from teaching given by his department. Like much research in computer science the projects Smith and his colleagues are working on are funded by a variety of agencies: NEH,NSF, the Army Research Institute, IBM, and Northern Telecom. In addition to Micro-ARAS, they are developing the Advanced Writing Environment, a complex visual system for representing ideas and moving them around. He calls this an "intelligence amplication system" intended to amplify natural thinking processes. The Advanced Writing Environment is based on a synthesis of research in composition theory and cognitive psychology. The project assumes that there is a progression in the kinds of thinking people do as they write; each kind is best expressed by a different computer process. The form of the writer's product in each mode is also different. Even in its early stages, the Advanced Writing Environment has become a complex tool to teach writing and to study the thought processes of writers.

The members of Smith's group are working on a variety of different projects which study writing and reading and the learning process which underlies them. Jay Bolter is classicist who, like Smith, has crossed over to work primarily on computer-related subjects. His model shares with the Advanced Writing Environment its assumptions about the multi-modal nature of writing. However, Bolter has taken these ideas in a different direction. He describes his research as "an attempt to see what new can be done with a computer," noting that in the past, such work took a standard research task and tried to use a computer to do it better, or faster. Bolter's program, Storyspace, uses the ability of the computer to interrelate concepts and ideas. "It falls," he says, "in the general category of hypertext programs." Unlike the Advanced Writing Environment, which is designed for a Sun Workstation, Storyspace runs on the Macintosh microcomputer. Thus, Bolter has emphasized ease of access over power.

Another aspect of Bolter's research reflects the theoretical orientation that underlies the practical programs developed by the computer science department of UNC Chapel hill. He explains the impact of computers on the writing process, noting that Elizabeth Eisenstein in The Printing Press as an Agent of Change (Cambridge:The Cambridge University Press, 1979)has documented the impact of the shift from manuscript to book. Bolter believes that the change caused by the introduction of computers has been as great but in the opposite direction. He notes that the computer has reversed the fixity of text introduced by the printing press and, thus, the societal changes resulting from the widespread use of computers will be in the opposite direction from the 16th and 17th century trends described by Eisenstein. Bolter's Storyspace, like Smith's Advanced Writing Environment, provides writers and readers with new, fluid tools to use in the fluid cognitive environment of the computer. Only the future will reveal the use to which these entirely new kinds of found objects will be put by teachers and researchers.

Smith and Bolter, like Packard, are hackers who have dedicated themselves to producing tools and environments in which scholars can do their research. Most humanists, however, are not willing to dedicate as much of their energies toward working with computers.If the methods and techniques are not readily available and easily learned, they will continue to work in time-honored ways. The use of the computer, for these scholars, must not become a major component of the research. Fortunately, many institutions have recently developed programs that introduce humanists to computers and provide them with the support they need as they learn to use them.

In 1983, Stanford University's Tiro project began its first teaching phase. The project gave IBM PCs to scholars and artists from fourteen humanities departments and provided them with training in how to use them for scholarly communication and research. One hundred sixty-four faculty members participated in the project; 60% of those who responded to the initial invitation to participate had no experience with computers. Dr. Estelle Freedman, a historian, notes, "I would never have done this if it hadn't been for Stanford and its support. I would have been one of those computer-shy academics. There was a cohort of faculty doing it together and that made it seem possible." In addition, Freedman attributes her success to the staff of IRIS, "It's an absolutely wonderful place: The consultants are available at any time. And they are former grad students in humanities who speak our language and understand our needs."

When the project got underway, Freedman was working on *Intimate Matters: A History of Sexuality in America* (Harper & Row, out this spring). She put her work on *Wordstar* and was into the final draft by 1986. Then she attended an IRIS seminar on uses of the computer other than word processing applications. Jeff Mapes, a consultant, conferred with Freedman about her needs. At the time, she was finishing up the bibliography for *Intimate Matters* and starting a biography of Miriam Van Waters, 20th century prison reformer.

"At first I thought I could get one thing that would do everything but given my need to do [a lot], I chose two different programs to get more power from each." She used *Pro-Cite* to produce a comprehensive bibliography on female sexuality. The advantage was that "indexing under *Pro-Cite* allows you to find things: There are infinite numbers of indexing categories. You can index by century and by topics, by groups of topics." This meant that her bibliography would become a valuable found object to enrich her teaching. "For instance, if a student is interested in the history of birth control, the many indexing categories let me retrieve Linda Gordon's *Woman's Body, Woman's Right: A Social History of Birth Control in America* which I have indexed under all of these: 19th century, 20th century, women, contraception, reproduction and the family."

However, Freedman's new project involves different problems. She has a great deal of primary material on Miriam Van Waters: Many letters which she wanted to cross-reference as well as diaries and published articles. She wanted a database for taking notes on this large body of material. In the consulting phase, she and Mapes chose *Ask Sam* for this complex textual material. By this point in her experience of computers, Freedman was ready to undertake learning a new package without trepidation: The primary consideration was having the best tools to suit the research that she was doing. Freedman had become another humanist who built her research projects from found objects. She has started with *Ask Sam* and in later stages will shift the biography to *Word Perfect* and finally to *Pro-Cite*. Help in linking these found objects is available from the competent staff or IRIS.

Robert Smitheren was also involved in Tiro Project at Stanford, but the computerization of his project did not go as well as Freedman's. He was the research assistant of Professor Kung-Yi Kao in a project which analyzed the *ba* construction in Chinese, a pilot project for a larger effort in which Stanford University and the People's University of China will assemble hundreds of hours of recorded speech. Smitheren explains that there is very little hard data on actual speech, especially colloquial speech, in Chinese. In the past, linguists created sentences and then analyzed them: The new project will break that style of analysis, producing a reference body of speech as a database available to researchers.

The *ba* construction, explains Smitheren, occurs at the sentence level and structures the whole sentence, requiring a certain sequence of nouns and other words. This construction is of special interest because syntactic functions in Chinese are weak. As a result, the project is investigating higher level relationships on the semantic and pragmatic level,i.e.,dealing with the extra-linguistic context. Early findings already suggest an unexpected contextual characteristic: The sentences identified so far tend to cluster in the data, suggesting the importance of the position or location.

The pilot study was based on thirty short stories by Lao She, who is known for his colloquial dialog style. Kao picked out sentences containing the *ba* construction; Smitheren entered and proofread them.The next task was parsing the sentences and classifying them. For example, one category contains the *ba* construction as the object of a sentence. There is likely to be a large number of categories: The first group contains perhaps ten frequently used patterns, but the next will include an exponentially larger number, perhaps a hundred.

As a participant in the Tiro project, Smitheren was introduced to *dBASE* III PLUS to work with this data. He is now experimenting with coding systems for his classifications. However, despite assistance from the staff of IRIS, there were still serious problems involving computer use in this project. The trouble began with Chinese word processors. They are, says Smitheren, sealed systems;programs have not yet been developed to allow Chinese characters to be used as data for other programs. Usually Chinese word processors are created as closed systems and then opened up a bit:Smitheren thinks that they should allow maximum data communication with other programs.

As no open word processor was available, Smitheren selected *China Star* because it is open to a few programs, including *dBASE III PLUS*. He conducted the pilot project on an *IBM PC AT* with a 30 megabyte hard disk. *China Star* works in the background, with *DOS* in foreground, taking over the screen and printer and providing a Chinese character when the user asks for it. But the limitations of *dBASE III PLUS* hampered the project further; it does not permit variable length fields and sorts Chinese characters according to an internal coding system which is meaningless to the scholar. For the larger project, Smitheren and his colleagues will look at mainframes: He understands that there are more flexible databases for DEC machines. He hopes that it will not be necessary to build a database program to meet the needs of the project.

There will be other difficulties along the way: Networking is not yet implemented for Chinese, and the coding of Chinese chartacters is not fully standardized. Standarization is beginning to emerge; but, unfortunately, it is around two different standards, one espoused by Taiwan and one by Beijing. Smitheren believes this will complicate all Chinese language research projects as mechanical translation from one coding system to the other will become a necessary step. Kao and Smitheren's project may become an exception to the use of found objects in humanities projects because suitable computerized components have not yet been developed to meet the research needs of Chinese language studies. The bottom line is this: If the resources don't exist, they must be custom built, at no matter what cost, or the project can't proceed. The alternative, manual processing, is usually unfeasible. Of course,computers have made more such projects possible.

The TLG is a case in point: It is a database of all ancient Greek texts from Homer (750 B.C.) to A.D.600.60 million words of text. The project began when, in 1971, Theodore F. Brunner, who teaches at the University of California at Irvine, inspired one of his graduate students with enthusiasm for a Thesaurus Linguae Graecae. To Brunner's surprise,the student, Marianne McDonald,"offered to contribute in excess of $1 million toward creating it." Brunner, however, was cautious: He knew that a Thesaurus Linguae Latinae had been started in 1884 and was still incomplete. He began by asking for $25,000 and a year to study the possibilities.

"For the next twelve months, I educated myself on the complete history of Greek literature, data-collection techniques, and organizational principles. And I learned about computers. Though I had never laid eyes on one until then, the computer—it dawned on me—was the only means to collect and store the truly massive amounts of texts which would need to be confronted. After all, if the CIA and the IRS could use computers to collect and store words, why shouldn't the humanist be able to the same?" In July 1972, Brunner was ready to accept his first $1 million TLG grant. Funding for the project would ultimately come from a wide variety of sources, public and private: The final cost was $6 million, an unusually large sum of money for a research project in the humanities.

Early in the project, the planners of the TLG sought support from the American Philological Association which created a panel of experts to guide the project. This meant that the needs of the scholars, not those of information specialists, determined the shape of the project. For instance, although data entry by optical scanning was considered for the project in 1972 and several times since, it was rejected. Why? While data entry by optical scanner costs less than the use of human data entry personnel, a series of data entry pilot projects showed that optical scanning introduces more errors in material with a wide variety of fonts and formats like the Greek corpus. Accuracy was more important than low initial outlay: If the cheaper method had been used, the ultimate outlay for verification and editing of the text would have been much greater. And as each text returned from data entry, it was closer to a usable state. Commercial contract firms in Seoul, South Korea and in the Philippines performed the data entry.

Another issue was the amount of information stored. A simple definition of a text might call it a stream of characters that make up a literary work. But to the scholars who directed the TLG project, a text was more than that. It was a book, with particular lines on particular pages. Some lines were indented, others centered. Some were in italics, some in bold face. The directors felt that this information needed to be preserved along with the stream of characters that conveyed the meaning. Any scholar who has worked directly with the TLG has experienced the frustration of stripping off the numerous special codings that indicate placement on a page and font, but most of us feel that the labor is worth it. Classical philologians work with manuscripts and the ways in which the physical entity has affected the transmission of meaning; thus, they recognize that the loss of any of the characteristics of the actual book might limit the study of the meaning and interpretation of the work it contains. The result is a database that is harder to use than it would be otherwise, but one which reflects the needs and predilections of the scholars for whom it was designed.

As we have already seen, the TLG has been a found object incorporated by researchers. David Packard built the Ibycus system around it. The Isocrates Project at Brown also employed the TLG as found object. Greg Crane wrote search and displays software for the TLG for the UNIX environment; his programs create indices which allow very rapid searches of the vast database. Elli Mylonas produced a menu driven user interface.

Bill Wyatt, a classicist, has worked extensively with the Isocrates project. His work illustrates the scholarly style of a researcher who has acquired considerable expertise with a computer but has resisted becoming a hacker. He finds the TLG useful because it lets you refine the definitions of words, get context, and consider a range of meanings. Computer searching, in his view, lets you be more exhaustive and therefore more accurate. The availability of computer also lets you try out ideas more easily.

Recently, for example, Wyatt became curious about the meaning of Θέλγω in Homer. The word means to "to distract,to draw the attention away." In a short time, he found all the instances of the word and learned that, although its meaning in Homer is not connected to witches, the word is used of the witch Circe, so our translation conveys the correct impression. Admittedly, this was a minor effort, simply satisfying a passing curiosity; however, Wyatt believes that such searches can spark research into broader area, like the study of mental aberration in Homer.

Wyatt has been using computers for a long time. Fifteen years ago, he was investigating the rules that applied to the formation of Greek verb forms for a book on the prothetic vowel. "The sound changes had to be sequenced and all rules kept track of: My head wasn't big enough to hold it all. So, I gave the computer two hundred words and five or six rules. From the output, I could see which rules worked right, that is, those which resulted in a form which actually existed in the language. Then I had the rules and the exceptions to the rules."

Despite his long-standing work with computers, Wyatt feels that he hasn't gone "hard" into the computer, hasn't done massive amounts of work with it. "One does feel frustrated in dealing with a machine: If I did that I'd do nothing but. I don't want to get into very technical matters." As a result, he never asked what language his Greek verb form study was written in. "It was probably PL/I. The program went through one of those teletype things. I don't think we had to print cards,I'm not sure. The output was green and white striped paper. I took it away and thought about it. The interesting thing was sorting, matching and classifying the words."

However,Wyatt notes that the avenues have changed for humanists working with computer-related projects. Years ago, "Brown had computers but no computer science department. The computer science people were in math. The system was unstructured and informal: I learned enough about computers so I could talk to people who would do what I wanted done. I always used to hang around people who knew something about computers. They only needed a moment or two, in many cases, to produce what I wanted. Now, instead of knowing people, I can call a number. The pro side of this is that anyone can get access to information. The con side is that now the individual will have to take responsibility for low-level activities." Accordingly, Wyatt is learning more about how to manipulate the PC RT on which he can access TLG. These days, he does his own searches on TLG and has become reasonably adept at getting results to the level of precision that suits him.

In many cases, he will consider a computer search successful even though the results are much less accurate than those of a study in social science. "For instance, I was looking for anaphora (repeated sounds) in Homer. I searched for repeated letters in a three line context. This removed three quarters of the corpus. I scanned through the rest for what was interesting." The low "precision" of the search is not a problem for the scholar who is interested in browsing through his subject area. He is likely to learn unexpected things while sifting his "dirty" output. Perhaps Wyatt illustrates the greatest success of TLG: providing a classicist with a found object that is sufficiently attractive, that he has gone to the trouble of learning how to work it skillfully enough to meet his needs.

Although many humanities projects have only small budgets at their disposal, others like TLG have been well funded. When the found objects are available, the building of these projects resembles the pattern we have seen in their less well-heeled counterparts. Recent hypertext projects provide a good example. Intermedia at Brown obtained a three-year $1.5 million grant from the Annenberg CPB Project as well as a grant from IBM. With these resources, the project could afford to develop its own materials but found this was largely unnecessary. Instead, the materials designed by the project were put together from a wide variety of available resources.

Nicole Yankelovich,Intermedia's director, explains its design plan, "We started with *Cadmac*, the Cadmus Computer implementation of the Macintosh ToolBox under the 4.2 BSD UNIX operating system, supplemented it with an object-oriented programming language called *Inheritance C* (developed at Bolt, Beranek and Newman), added a C language version of Apple's *MacApp*—a set of classes for creating 'generic' Macintosh-like applications. On this we superimposed several crucial 'building blocks' from which any number of end user applications and utilities can be constructed."

The building blocks allowed the easy creation of applications using text, graphics and tables. With these, project members built editors for text, graphs, time lines, 3-D pictures and bit maps. They are currently at work on a (2-D) animation editor and an application which will permit an interface with videodisks. Using these tools, teachers and other researchers can develop materials for courses. A good example is the courseware for the English 32 course, a survey of English literature from 1700 to the present. George Landow, a professor of English and history, designed materials consisting of 1,100 files connected by 1,400 links, including text and pictures on the politics, history and religion contemporary with the authors studied in the course.English 32 changed from a lecture-based course to one focusing on discussion. Intermedia now provided students with the material that had once come from lectures.

Landow feels that the process of using Intermedia teaches students critical thinking, because the software emphasizes connectivity. Students are likely to be working at the same time with five text documents, a 3-D document, and an animation, all in different windows open simultaneously on the screen. As they work, students learn that most phenomena require multiple explanation. While they learn to retrieve the vast quantity of information held by the Intermedia, they are gaining experience with the multiple contexts which influence every work of literature.

In fact, Intermedia's implications range beyond teaching. Annenberg funded a team of anthropologists and ethnographers who recorded what happened as hypertext entered the teaching and learning process. Their preliminary findings suggest that students using Intermedia had a better grasp of the subject material. One student said, "Using Intermedia is like studying for the final exam every day. Everything is connected for you all the time." Since much of the project was created from pre-existing pieces, the emphasis could be on pedagogy and course content rather than coding and software design.

The Perseus project reflects an even further step in this direction. Perseus, a hypertext project being developed collaboratively by Brown and Harvard, will put together a database of drawing and text related to Classical Studies. Brown will contribute maps, sculpture and plans, while Harvard will provide texts, translations and secondary materials. The project will create links between perhaps a hundred books and a thousand pictures, says Greg Crane, a professor of Classics working on the project. Crane explains why Perseus has adopted Apple's software package *HyperCard* as its development medium. "We don't have to sit here and write Macintosh windowing. We can concentrate on how to display the information."

Intermedia set out to write software and then asked professors to use it for courses in English, biology and music. Thus, the project is run by computer scientists; in Perseus programming is secondary. We're a bunch of classicists, though lot of us have had experience in programming. We are not a software project. We don't think scholars should be writing code. Very often, that's what you get because the subject matter is too specialized for students to code. Greek morphology is not the kind of subject you can hand to an undergraduate to program; it has to be programmed by someone who understands Greek morphology, unless the tools are there. We know our time is better spent organizing and presenting the material, so we're putting it into *HyperCard* and piecing stuff of our own into it." *HyperCard* permits the linking in of programs written in C and Pascal.

In addition, Crane believes that the end result will be better received. "Intermedia is nice to use and helpful for the student but it runs on PC RTs. You can't take it home with you. Students (at Brown) loved what it did but they didn't like going in the computer room to sit. If something works on a small machine, it will be much more versatile. You can take it home with you. We'll be able to tell students to take a statement in a secondary source, look at twelve to fifteen sources, and think about it."

"We'll be able to let students deduce the concept of Greek words by giving them access to a concordance. If they don't know Greek, they'll link in the translations of all the instances of a word. And we're going to enter a Greek dictionary. The students will then be able to analyze the Greek word by considering all the places it shows up." Crane explains that Perseus will eventually be moving into the research area, adding language tools and journals. Then it will incorporate resources that can be used by all levels of workers: from beginning students to scholars doing original research. In part, this flexibility will be made easier because of the existence of the TLG: a readymade content for the form being designed as Perseus.

In some fields, humanities research has been aided by computer-related methodologies, many of which have been generalized from programs developed for specific tasks undertaken by exceptional scholars. By contrast, Robert Smithers's research represents an area in which computerized tools have not yet been developed; in Chinese language studies, programs and techniques still need to be designed and created, perhaps even from scratch. At the same time, Perseus points toward the new direction in which humanities computer projects are going, focusing as it does on the content area and not on the computer-related details.

This change does not mean that, in the future, computer-related humanities projects will not require work and effort. But the major focus of that effort will increasingly be the subject discipline. Bill Wyatt notes that "the projects being developed now are hard in a different way than computer usage was previously. You can always pound away at a basic Macintosh application the way you can always start a car. But you can't just plug in Perseus, either as a student or a teacher. You have to be able to interact with it. As a resource, it's like a textbook. If you don't work with it, having it there is no use to you."

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PRACTICUM

Study Tour to the Orient

Mary Dee and Linda Rodda

Associate professors Mary Dee and Linda Rodda share a unique and very successful study method with us. The objectives were to observe office procedures in three countries—China, Hong Kong, and Japan—and to develop an awareness of cultural influences in the international business environment.

Having experienced a successful study tour to Europe in the summer of 1985, the Office Administration area of the Division of Business Technology, Community and Technical College of The University of Akron, decided to explore another part of the world—the Orient—to find out what the counterpart of the U. S. administrative office workers are doing. The group departed from Akron-Canton Airport on May 31 and returned on June 13, 1987.

The objectives of our study tour were to observe office procedures in three countries—China, Hong Kong, and Japan—and to develop an awareness of cultural influences in the international business environment. The participants compared office information systems in the United States with the systems used in those countries. In addition, observations and comparisons were made of the responsibilities of office personnel.

The following is a brief description of the steps which were involved in organizing our study tour.

Proposal

Our planning began with several informal talks to discuss areas of the Orient we felt would be of interest to students as well as areas that would be receptive to students visiting local companies or offices. We also discussed the length of time that we felt would allow us to do both.

The next task was to write our proposal. We knew our basic premise was to help the students develop an awareness of cultural influences in the way office tasks are performed and to see firsthand the extent to which automated office equipment is used to aid in completing office work. Our formal proposal included an explanation of these two purposes of the study tour. The proposal also included a description of the workshop, load hours, budget commitments, a summary of anticipated expenses, and requirements by which all students would be evaluated. The proposal was submitted almost one year ahead of our projected tour to the workshop director, department head, college dean, and the dean of Evening College and Summer Sessions in the summer of 1986.

Itinery

Upon approval of the proposal, we contacted some travel agencies in the Akron area and invited them to turn in bids. We informed them of the time frame, approximate cost, countries to visit, and requirements for office visits. We narrowed the bids to three travel agencies and chose the one that offered the best value for the money, had a good track record with group tours, and was willing to put up a deposit. (All agencies require a deposit. The agency we chose was willing to put up the funds to reserve a block of seats for our group; otherwise, we would have had to deposit a considerable sum up front.)

Publicity

We sent over 500 brochures to our Office Administration majors, to part-ti

ants in our first study tour, to the University family, to some personal referrals, and to members of professional organizations such as Professional Secretaries International, Association of Records Managers and Administrators and the Greater Akron Legal Secretaries Association. Brochures were also posted in local libraries and community centers and printed in the newsletters of some professional organizations.

The Study Abroad Office of the Evening College and Summer Sessions also sponsored open sessions on campus periodically to promote all study tours. At these sessions the directors of the various workshop/study tours gave a brief presentation that included a slide show and a description of the workshop and cost. We did find that the best source (most effective) for leads came from personal contacts.

A second mailing went out to the same groups of people, but this time we included an itinerary and a map of the places we were planning to visit.

Planning Office Visits—Orient

Because communication with the Orient is slow, we began our correspondence with these offices even before we arranged the local office visits. We wrote letters to a newspaper office in China, the subsidiaries of the two largest conglomerates in Hong Kong, and a subsidiary of one of the largest corporations in Japan.

Our experience in communicating with these offices in the Orient was that their response ranged from slow to no response at all. All correspondence was done in English. We found out later that many of the companies in the Orient are very protective and secretive. There is not the feeling of openness, willingness to share, to open one's doors to foreign visitors that is typical of most companies in the United States. Apparently, a request for an office tour was quite unusual, especially from a group abroad. A few companies were hesitant about allowing us to visit because they felt that their offices were not large enough to warrant a tour from a university group from the United States. Some did not really know what to expect from us—they were apprehensive about what we wanted to see in an office!

After some assurance that we would not steal their company secrets and that we merely wanted a "glimpse" of their offices and the opportunity to talk with their office staff, the office tours were arranged. Here again, personal friends and business acquaintances helped make contacts with some of the offices abroad.

Planning Local Office Visits

Next, we had to plan our pre-trip office visitations to be used by the students for comparison purposes. Students who were taking the course for credit then visited the local offices of Goodyear Tire and Rubber Co., Monsanto, and Ohio Edison Co. in Akron. In addition, these students visited a local office of their choice. During these office visits, they saw a demonstration of the automated equipment used in the department, talked with the secretaries of office staff about their responsibilities, and found out the type of training and/or education required for their positions.

Pre-Departure Meeting

Three weeks before departure, we held an orientation at which time guests who are native to the countries we were to visit made a short presentation. We showed some slides and had a short question and answer period. At this time we also distributed the passports, plane tickets, brochures, a suggested packing list, background information on the companies we would be visiting, and other items of interest. (We were advised by our travel agency to let the participants take charge of their own passports and tickets in the event someone arrived late at the airport or had an emergency.) At this time all participants were asked to sign a release form.

Post-Trip Discussion

Two weeks after returning from our trip, we met with the students to discuss their observations of those countries. The discussion refreshed memories of details some had forgotten and prepared them to write their reports. A due date was then assigned for the papers. It was interesting to read the students comments regarding the cultural differences and their influence on business practices.

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FORUM

ISSUE: To What Extent Should Faculty Be Involved in the Institutional Governance of the Two-Year College?

One of the blurred lines in higher education has remained the extent to which faculty should be involved in the governance of a college or university. Constance Kocher, President of Stark Technical College's Faculty Association, and Linda Houston, President of the Agricultural Technical Institute's Faculty Senate, with the help of Allen Zimmerman, discuss the problem, focusing on two-year colleges.

The Faculty, A Pivotal Resource

Constance L. Kocher

The professional backgrounds and in-the-trenches experiences of the faculty at a two-year college can prove invaluable to the administration of such a school. The two-year college faculty member usually has had work experience as an engineer, accountant, technical writer, or allied health professional, which he/she brings to the teaching position. This background from the world outside of school can be drawn upon by the college community to help in making sound decisions regarding the governance of the school. Also, the faculty member's day-to-day involvement with students gives him/her a strong sense of what the needs of the students are, which should be the driving force behind the decisions the institution makes. These two areas of expertise make the faculty a pivotal resource for the college.

Although the academic environment is not exactly like any other environment in business or industry, the principles of sound decision-making and management learned in those places can safely be applied to many academic situations. Taking advantage of the broad-based experiences of faculty people from engineering, business, health, and general backgrounds can help a college immensely. The fine-tuned logic of the engineer, the enterprising bent of the business person, the humanistic approach of the health care professional, and the creativity of the generalist—what a reservoir of ideas these can provide for the governance of the institution.

When one takes a closer look at the concept that the college is there to provide for the needs and success of the customer (the student), the role of the

faculty in the decision-making process can be further defined. Daily contact with students provides the faculty members with a focus to which the college should be responsive. That focus revolves around what students are asking for in order to utilize the resources of this institution to their best interest. Students confide in their instructors about scheduling and academic planning problems. Students ask their instructors for advice about how to choose a career, how to manage their time, how to get help for their academic deficiencies, how to get a job, how to obtain financial assistance, how to work through the paper maze, and where to get personal counseling. Students want to hear from their instructors what courses they really need to take to be able to make something out of their lives and what is the significance of the courses they are required to take. These three areas of focus really delineate the three major areas of the two-year college's structure: student services, curriculum and academic affairs, and administrative services.

Based on these views, it seems obvious that the faculty's total involvement in college governance is essential. While the faculty need not run the school—their essence is exhibited in the classrooms—their input and guidance on advisory committees for every aspect of the school is a goal. Stark Technical College has in the past two years, commissioned a student success college-wide committee which is made up of a cross-section of personnel and students from the entire college community. This committee is charged with the task of developing strategies and monitoring their progress for every aspect of the institution that affects student satisfaction and success. For any two-year college to have such a committee and give it power to control and guide the direction of the college, with accountability to the administration, is a desirable aim.

Constance L. Kocher
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The Need for Strong Faculty Proactive Governance

Linda Houston and Allen Zimmerman

Faculty Member's Viewpoint

Faculty governance is essential for a two-year college. Though administration and staff are certainly necessities for the program operation, the faculty are responsible for academic programs, the heart of the institution. Procedures, organization, and functions that need to be carried out by any school all lead to areas of faculty responsibility — teaching, research and service. Faculty should be involved in every aspect of the school's policies because strong faculty governance is a requirement for excellence throughout the institute.

It is my belief that faculty should be involved in policy development, budget planning, personnel practices, and decision making in all areas including those traditionally assigned to faculty such as academic programs and course development. When faculty members take a major role in governance, self-esteem, personal growth and individual recognition become products which result in positive, forward movement for the faculty member and the college.

When administrators look to their faculty for advice, they, the administrators, receive the added benefit of support. Thus, the institute functions as a unit, which in turn allows for growth and harmony. A strong governance unit, led by tenured faculty members, is a requirement for successful institutions.

Administrator's Viewpoint

Faculty are essential for the existence of a college. Their role is central in defining and achieving the educational goals and objectives of the institution; therefore, faculty governance is also essential for the existence of a college. At some institutions the term "officers of instruction" is used as the official designation for faculty members. This eloquent phrase clearly emphasizes the prominent role that faculty have in governance.

Having recognized the right of faculty to participate in governance, faculty and administrators need to establish the structural framework and favorable atmosphere which enhances and encourages faculty involvement. Full use of the faculty resource base has obvious positive benefits to both individual faculty members and the institution as a whole.

Extensive involvement of faculty in governance is especially critical at two-year colleges. The basic characteristics and limited resources of these institutions mandate that faculty members be more directly involved in and affected by policy development, student recruitment, staffing patterns, budgetary considerations, graduate placements and program offerings than their counterparts at baccalaureate institutions. Maximizing faculty participation in governance is vital if two-year colleges are to achieve their goals and objectives.

Given the right and power of participation in governance, faculty must accept the responsibility of acting in a professional and positive manner. Assuming an adversary position with administration, reacting rather than acting, attempting to block needed changes in order to preserve the status quo, promoting policies that are self-serving for faculty members at the expense of the institution are examples of short-sighted and self-defeating misuse of governing powers.

On the other hand, faculty have the opportunity to be a powerful positive force in all areas of their college's operation. Faculty, through strong proactive governance units, can be leaders in the pursuit of excellence on their campus.

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The Editorial Board of the OATYC Journal is soliciting written responses (three or four paragraphs) to the question: ***Should Two-Year Colleges in Ohio Provide Athletic Scholarships?*** *The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the fall edition's "Forum" section, deadline: September 30, 1988.*

REACTION

Ohio Two-Year Colleges Help Business/Industry Remain Competitive

Thenice Gall

The Journal encourages letters and articles in response to its contents, policies, and OATYC activities. Again, the reaction pertains to last spring's Journal article: "New Help for Area Business and Development."

Two years ago, informal discussions began among some two-year college presidents about the possibility of providing technical training in a cooperative manner which would enable each institution to assist its trainers to gain state-of-the-art skill without having to provide such training on a costly individual basis over and over again. As their dialogue continued, the idea of forming a consortium to respond to the Keep Ohio Working philosophy began to take shape.

Next, a proposal for funding a consortium whose purpose was to provide technical training to benefit business/industry was developed at Stark Technical College with assistance from Lima Technical College, Marion Technical College, North Central Technical College and Lorain Community College and submitted to the Ohio Board of Regents. The proposal was accepted and funded.

The training programs are designed to achieve the following:

1. Enable technical and community colleges to continue to provide industry in their services area with the skills and technical expertise to to remain competitive in an increasingly "high tech" world.
2. Keep faculty trainers abreast of state-of-the-art technology.
3. Provide cost-effective training to the two-year system.
4. Develop an effective and mutually beneficial working relationship among two-year colleges.

Based on a training needs and capabilities survey of member institutions, thirteen training programs and two informational seminars were offered during the next year and a half. The programs were in PLC, Implementation of an SPC Program, CNC, AutoCAD, SmartCAM, Design of Experiments, Reliability, Fiber Optics, IBM (PC,AT,XT) Troubleshooting, Maintenance and Repair. Each program was evaluated in terms of instruction and curriculum for the purpose of maintaining quality instruction and responding to the technical needs of the participants.

In addition to this program being cost-effective and meeting the needs of business and industry, an unanticipated benefit of the proposal was the networking which occurred during each training session. Faculty trainers had an opportunity to talk, exchange ideas and see how other institutions respond in meeting the needs of business/industry in their service areas. Faculty who taught credit programs brought a wealth of new information into their classrooms, and some redesigned curricula.

As result of the success of the consortium, a proposal for a state-wide train-the-trainer program was submitted, accepted, and funded. The consortium expanded to include Hocking Technical College and Sinclair Community College, and it is now in process of assessing training needs of all two-year colleges and branch campuses. The results of the survey will help determine the design of training programs scheduled for the funding period.

When training programs are scheduled, each responding college/branch campus is sent information regarding time, date(s) place, prerequisites if any, and a response time. All training, travel and lodging is paid for through consortium funding. If a training program is filled before the demand is met, additional training programs can be scheduled.

An additional benefit has arisen as a result of networking: a training resource for a college in time of need. For instance, one of the colleges had scheduled a training course for Geometric Dimensioning and Tolerancing; the class filled, and the instructor originally hired to instruct was unavailable. The college contacted a member of the consortium for assistance; a resource name was provided, a contract was forthcoming and the class was taught on schedule and the college and trainer continued to have a beneficial working relationship.

This innovative group will continue to work to deliver training needs of sister colleges so that they may respond to the needs of their service sector and play a significant role in Keeping Ohio Working. The work of the consortium is another testimonial to the gains to be made through successful networking among Ohio's two-year colleges and branch campuses.

Thenice P. Gall
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OATYC

Mark Your Calendars!

What:	Annual Fall Conference
When:	November 4 and 5, 1988
Where:	Owens Technical College (Toledo, Ohio)
Theme:	"From Dream to Reality: Coming of Age in the 90's"

Join your colleagues for one and a half days of professional development!

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Ohio General Education Organization Spring Conference

Saturday, May 21, 1988 —
Columbus State Community College
Columbus, Ohio
8:15 AM — 4:00 PM

General Education Organization Presentations Include The Following:

General Education Outcomes — Instructional Methods and Evaluation Measures

Communication is Everyone's Business

Generating and Identifying General Education Outcomes Using D.A.C.U.M. (Developing a Curriculum)

There is a *Person* in My Class! An Individual Outcomes and Assessment Model for Writing Classes

"Let's Take Grammar Out of the Development Closet"

Student Assessment of Outcomes

Writing Across the Curriculum: Developing a Rubric for Assessing Writing

Review of Preferred General Education Goals

Workshop on Computer Simulation Programs for Social/Behavioral Sciences

Using the Computer Gradebook to Assess Student Outcomes

Teaching General Education Outcomes — One Year Out!

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Colleague to Colleague

Contact:

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